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ABSTRACT

Included in this third issue of a series of bibliographies with abstracts are 115 items dealing with significant materials published in Ceylon on various aspects of education between January 1, 1963 and December 31, 1965. Titles in Tamil and Singhalese are translated into English. Special attention is given to the subject of educational problems, planning, and policy, with listings covering: (1) education and the state, (2) equalization of educational opportunity, (3) language issues in education, and (4) university education. Along with entries pertaining to teacher education, the bibliography places considerable emphasis on items concerning the content of education and methods of teaching. Other subjects treated are: (1) educational commissions, committees, and theory; (2) child and youth psychology (guidance and counseling); (3) special, vocational, technical, and adult education; and (4) examinations and history of education. Also provided are a list of the periodicals and newspapers abstracted and an author index. For a companion document see ED 029 534. (AF)

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CEYLON EDUCATION ABSTRACTS

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JANUARY 1, 1963 — DECEMBER 31, 1965

Vol. 1, No. 3 — 1969

Compiled by Professor J. E. Jayasuriya, Head of the Department of Education, University of Ceylon, Peradeniya, for the Office of Education, U. S. Department of Health, Education and Welfare, pursuant to an agreement with the National Science Foundation, Washington, D. C.

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EXPLANATORY NOTE

Ceylon Education Abstracts attempts a coverage of the more significant materials published in Ceylon on various aspects of education. This is the third issue, and it deals with the materials published during the period January 1, 1963 to December 31, 1965. The first issue dealt with the period January 1, 1957 to December 31, 1959; and the second issue with the period January 1, 1960 to December 31, 1962. The remaining issue of Volume 1 will deal with the period January 1, 1966 to December 31, 1968.

Where the title of an entry is not in English, it is in Sinhalese with an English translation. A few titles are in Tamil, and in such cases the word 'in Tamil' appear at the end of the abstract. A list of the newspapers and the periodicals from which material has been selected, and an author index are given at the end.

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HISTORY OF EDUCATION

246. HEWAGE, L.G. "Anagarika Dharmapala as an Educator." Journal of the National Education Society of Ceylon. Vol.13, 1964. pp. 18-32.

When Dharmapala was a youth he came under the influence of Colonel Olcott and Madame Blavatsky of the Theosophical Society who visited Ceylon in the 1880's. He assisted Olcott in the collection of funds for the Buddhist educational movement. He later developed to be a great educational and social reformer, and a religious leader. He worked in the fields of educational and social reform in both India and Ceylon. He was an admirer of the educational systems of Japan and the United States, and he urged India and Ceylon to establish an educational system that would make every child grow up to be an intelligent thinking individual with a consciousness active for the good of all beings. He set up schools to translate into practice the ideals he had in mind. He emphasised the importance of technical education, especially in the fields of agriculture and industry. He started several industrial schools and tried to wean students away from too bookish an education. He was a great believer in adult education, which he thought could be best promoted through the mass media. For this purpose, he started a Sinhala newspaper in Ceylon and an English journal The Mahabodhi Journal which had a wide circulation in India and in Ceylon.

247. KARUNARATNE, V.T.G. "Educational changes in Ceylon." --- Ceylon Daily News. December 3, 1963. 1550 words.

December 1, 1960 is significant in the history of education in Ceylon as the day on which one of the fetters of colonialism, namely the denominational school system, was shattered. The British encouraged missionary enterprise in Ceylon and were reluctant to enter the field of education. In the early years, up to 1833, English as well as the national languages, Sinhalese and Tamil, were used as the media of instruction.

The Colebrooke Commission of 1833 did not want money to be spent on education in Sinhalese and Tamil, and the efforts of government were concentrated on developing English schools. The School Commission appointed in 1834 to superintend education in Ceylon did not have a single Buddhist in it; nor did the re-modelled School Commission of 1841 have a single Buddhist in it. The School Commissions introduced a system of grants in aid to Christian Missionary Schools but, on account of restrictions regarding religious instruction, extensive use was not made of the system. In 1867 a Committee recommended state provision for elementary education, support to missionaries, removal of restrictions regarding religious instruction, and the encouragement of anglo-vernacular schools. These proposals suited the missionaries, and the aided denominational school system prospered rapidly. The Buddhists were able to enter the system on an organised scale only after the arrival in Ceylon in 1884 of Colonel Olcott of the United States. The Christians continued, however, to dominate the denominational school system. The Buddhists later agitated for the abolition of the denominational school system. This was achieved at the end of 1960 with the passing of the legislation to take over denominational schools.

248. RUBERU, T RANJIT. "Educational work of the Christian Missionary Societies in Ceylon during the early years of British rule: IV. The American Missionary Society." Ceylon Journal of Historical and Social Studies. Vol.6, 1963. pp.71-83.

The American Missionaries arrived in Ceylon in 1813 and were warmly received by Brownrigg, the British governor of Ceylon, who gave them every encouragement for their work. They established four mission stations in the north of Ceylon and engaged in missionary and educational work. When Barnes became governor of Ceylon in 1820 he adopted a hostile attitude towards the American Mission. A lay member who was newly added to the Mission was permitted to be in Ceylon only under certain restrictions and the Mission was told that there should be no further additions. It was feared that American Missionaries would "foster political objects". The Mission continued to work in spite of discouragement. One area of activity in which they differed from other missions, which were all based on England, was in the emphasis they placed on spreading education through the English language. This work was warmly commended by the Colebrooke Commissioners in 1831. Another area in which they were very active was in the promotion of female education. By the year 1831 they had established 78 schools. They also promoted higher education by establishing a seminary in which certain advanced subjects were taught. After taking all the activities of the Mission into consideration, the Colebrooke Commission recommended that the American Mission should receive all encouragement from the government. As a result of this recommendation, discrimination against the American Mission ended and it was in a position to progress in its work without fear of restrictions.

249. RUBERU, T.RANJIT. Laṅkāvē adhyāpana parināmaya. (The evolution of education in Ceylon.) --- Colombo, M.D.Gunasena. 1964. 316 p.

The first three chapters of the book deal with the indigenous system of education in Ceylon, education in Ceylon during the Portuguese occupation of the maritime provinces (1505-1648), and education in Ceylon during the Dutch occupation of the maritime provinces (1648-1796). The remaining chapters deal with education in Ceylon during the first seventy years or so (1796-1867) of British rule. The very early period (1796-1830) is dealt with in great detail in five chapters. The state of education in Ceylon in 1830, the year in which the Colebrooke Commissioners arrived in Ceylon, is described in a separate chapter, and it is followed by a chapter in which the recommendations of the Commissioners are described in so far as they relate to education. Education during the period of the School Commission (1834-1841) has a chapter devoted to it, and the concluding chapter deals with educational developments from the establishment of the Central School Commission (the successor to the School Commission) in 1841 to its abolition and the setting up of the Department of Public Instruction in 1868.

250. VIMALANANDA, TENNAKOON. Buddhism in Ceylon under the Christian Powers. Colombo, M.D.Gunasena. 1963. 200 p.

While the main title of the book is as given above, the book also has an additional title The educational and religious policy of the British government in Ceylon 1797-1832, as this theme is also dealt with in certain sections of the book. The discussion is based on correspondence that had passed between Frederic North, the British governor of Ceylon, and his superiors in England. Much of the correspondence relating to education during the period 1797-1832 is reproduced in the book, and it is claimed that through this correspondence the reader is "admitted into the innermost councils and deliberations of those who controlled the destinies" of the country during one of the most crucial periods of its history.

COMMISSIONS AND COMMITTEES ON EDUCATION

251. COMMISSION OF INQUIRY ON TECHNICAL EDUCATION. Report of the Commission of Inquiry on Technical Education. --- Colombo, Government Press. Sessional Paper X of 1963. 349 p.

In July 1963, His Excellency the Governor-General appointed a Commission, known as the Technical Education Commission, consisting of Mr T.P.de S.Munasinghe as Chairman and five others, (1) to examine and make a comprehensive review of the organisation and the facilities now available in Ceylon for providing technical, industrial, agricultural, commercial and vocational education and training, (2) to make recommendations for the formulation of comprehensive and co-ordinated schemes of technical, industrial, agricultural, commercial education and training which will ensure the availability of sufficient trained technical personnel for the development needs of Ceylon, (3) to make recommendations for the provision of adequate facilities to follow courses which will enable such students to obtain diplomas, degrees and other qualifications at professional and university levels, and to make recommendations on the types of diplomas and certificates to be awarded, and (4) to make recommendations with special reference to the following matters:- (a) the reforms and changes that are necessary in the present set-up relating to technical, commercial and vocational education in Ceylon; (b) the medium of instruction at the institutions providing technical, commercial and vocational education and training; (c) the recruitment and training of teachers for the institutions providing technical, commercial and vocational education and training; (d) the establishment of a National Council for the award of diplomas and certificates to students who have followed courses in technical, commercial, and vocational education and training; (e) the financial implications of the proposals made with regard to the provision of adequate facilities, and the reorganisation of the administration. The Commission issued its report in 1963.

See also nos. 292, 334-336.

252. UNIVERSITIES COMMISSION. Report of the Universities Commission. Colombo, Government Press. Sessional Paper XVI of 1963. 232 p.

A Commission, consisting of Mr. D.C.R.Gunawardena as Chairman and two others, was appointed by the Governor-General on 25th August 1962 to inquire into and report on (a) the working and the administration of the following Universities, to wit, the University of Ceylon, the Vidyodaya University of Ceylon, and the Vidyalankara University of Ceylon; (b) the measures that should be adopted for the purpose of securing a more efficient management and a smoother working of each of the aforesaid three Universities, including any changes that may, for that purpose, be considered desirable in the conditions of service, the salaries and other emoluments, the qualifications, and the rights, privileges and duties, of the members of the academic and non-academic staff of each such University; (c) the finances of each of the three Universities and the disbursement of funds allocated to each of them; (d) the steps necessary to ensure co-ordination in the expansion of the curricula of the three Universities, with a view to avoiding duplication in such curricula and the consequent waste of national resources; (e) whether any one or more of the three Universities should be expanded, and whether any new University or University College should be permitted to be established; (f) the steps that should be taken to effect and maintain a high standard of teaching in each of the three Universities and to establish a uniform standard in the examinations conducted by such Universities; (g) the desirability of having a unified system of admission to the three Universities; (h) the machinery for the appointment and dismissal of, and the exercise of disciplinary control over, the members of the academic and non-academic staff of each of the three Universities, including any changes that are desirable in such machinery; (i) the machinery for the exercise of disciplinary control over the students of each of the three Universities, including any changes that are desirable in such machinery; (j) the relations that exist between teachers and students of each of the three Universities and what steps, if any, should be taken to improve such relations; (k) the administration of the hostels of each of the three Universities, including any changes that are desirable in such administration; (l) the method of awarding graduate and post-graduate scholarships and bursaries in the three Universities, and any changes that are desirable in such method; (m) any changes that are desirable in the functions or the activities of each of the three Universities and its relations with the Government, and the steps that should be taken and the machinery, if any, that should be set up for the purpose of giving effect to such changes, including any amendments to written law necessary for that purpose; and (n) any other matter connected with or incidental to the matters specified above in respect of which you may receive representations. The Commission received memoranda and heard oral evidence. Its report was published on 16th October 1963. The report consisted of 17 chapters as follows: I. Appointment and Procedure II. The Three Universities - Historical Background III. Pirivenas IV. The Pirivena Universities Act V. The Pirivena Universities - Working and Administration VI. The Higher Education of the Bhikkhu VII. The Student and the University VIII. Courses of Study IX. Standards of Teaching and Examinations X. Academic and Non-Academic staff XI. The Finances of the three Universities XII. The Working and Administration of the University of Ceylon and the Measures proposed for more Efficient Management XIII. Expansion of University Education XIV. Higher Learning and Research Grants Commission XV. Admission, Scholarships and Bursaries XVI. Miscellaneous Matters XVII. Summary of Recommendations.

THEORY OF EDUCATION

253. INDURUGOLLE, G.A Adhyāpanaya hā samājaya. (Education and society.) --- Colombo, Sri Lanka Publishing Company. 1963. 151 p.

This book claims to give teachers and student teachers an understanding of the nature of society, the relationships between education and society, and the interactions between society and the individual. The book is divided into ten chapters as follows: 1. Education and society. 2. Society and the individual. 3. The school society. 4. Aspects of the social life of the child. 5. The social life of the child and his personality. 6. The place of the child in society. 7. Human development and personality. 8. The teaching profession. 9. Education and psychology. 10. Teaching and the teacher.

254. KAMALDEEN, S.M. "Kavignar Iqbal kanda kalvik kolkai." (The educational theory of Poet Iqbal.) --- Thinakaran. April 21, 1964. 1560 words.

According to the writings of Iqbal, the aim of education should be the growth of individuality leading to both individual and social progress. The skills and talents of each person should be brought out to the full, for education to realise its goal. An atmosphere of freedom is necessary. If there is domination, political or cultural, the freedom of the individual as well as his self-confidence will be affected. One's cultural traditions should be taken into account, and education should not go contrary to them. The thoughtless imitation of the West should also cease, as such imitation is a restraint on freedom and is likely to warp individual development.

(in Tamil.)

255. KAREEM, A.U.M.A. "Kalviyin nōkkangalum ilankai Muslimkalum." (The aims of education and Ceylon Muslims.) --- *Thinakaran*. June 18, 1964. 1620 words.

The aims of education are fourfold. Education leads to self-development; education prepares an individual to become a responsible member of society; education makes a person ready to face life as a contributing member of the economy, having developed skills and resources; education prepares a person to live the life of a good citizen. The medium of instruction is closely connected with the achievement of these aims. The use of any language, other than the mother tongue, as the medium of instruction at any level would necessarily impair the achievement of the above aims and result in unsatisfactory consequences. It would be a mistake for the Ceylon Muslims to forsake Tamil, which is the mother tongue of most Ceylon Muslims, and seek to be educated through the medium of Sinhala in the belief that greater opportunities of employment would come their way if they are educated through Sinhala than through Tamil.

(in Tamil.)

256. KARIYAWASAM, U.G.P. and KARIYAWASAM, SUNDARI. *Adhyāpanaya saha ehi padanama*. (The foundations of education.) --- Colombo, Albion Press. 1964. 230 p.

This book provides an elementary discussion of education for beginning teachers and for students in institutions of teacher training. The aims of education are discussed in chapter 1. Chapter 2 deals with education and society. Stages of development, namely infancy, childhood and adolescence are considered in chapter 3. Chapter 4 discusses freedom and discipline. The curriculum is dealt with in chapter 5. The remaining chapters of the book deal with general methods of teaching, extra-curricular activities, and the kinds and uses of audio-visual aids.

257. NADARAJANANDA, REV. "Vipulananda adikalārin thēsiyak kalvi murai." (National educational system envisaged by Swami Vipulananda.) --- Thinakaran. July 19, 1963. 1440 words.

Swami Vipulananda was born at a time when educational institutions were run by Christian missionaries. The language, religion, and culture of the rulers formed the basis of education in them. Swami Vipulananda felt that the spirit of nationalism could be revived by teaching children their culture, religion and language. He sponsored the establishment of schools in which pride of place in the curriculum was given to Tamil language and culture, and to Hinduism. He believed that education was also a means of forging national unity, and he took steps to have Sinhala taught to Tamil students. While giving pride of place to religion, culture and language, he did not turn away from modern knowledge. He stressed the importance of both science education and physical education. In regard to physical education, he favoured the inclusion of western forms of physical exercises along with yogic exercises in the programme of work. He believed that every student should be proficient in English as well as in the two national languages. It was his objective to ensure that scientific education advanced hand in hand with cultural and spiritual education. Through the schools which he established, he sought to advance the cause of education both as an end in itself and as a means of upliftment for the masses.

(in Tamil.)

258. PACHOW, W. "Confucius and education in China." Journal of the National Education Society of Ceylon. Vol. 13, 1964. pp. 12-17

Confucius was one of the first Chinese philosophers to formulate a democratic concept of education, namely that education should not be the monopoly of the privileged class and that the lowly and the down-trodden should have an equal share. Confucius' objective in education was twofold, one being practical and the other ideal. On the practical side he desired that his pupils should be well equipped in the traditional arts, such as the performance of rituals, the knowledge of writing, counting, music, and literature, and other branches of learning, so that when they are called upon to shoulder a responsible post in the government, they will be in a position to perform their duties well, and ultimately bring about good government, or a welfare state which looks after the comfort and happiness of the people. On the ideal side, he emphasized character building, and the cultivation of virtue, so that the pupil will become a perfect man. According to him, a perfect man is a person possessing wisdom, bravery, sincerity, and contentment, free from covetousness, accomplished, and well versed in courtsey, ceremonial and music.

259. THANINAYAGAM, REV. FR. X. "Kalviyin nōkkangal." (Aims of education.) --- Kalvi. 1963. pp.50-59.

Aims of education have generally been enunciated to meet the requirements of individual societies. Most formulations of aims recognise an immediate aim as well as an ultimate aim; also an individual aim as well as a social aim. While immediate aims are concerned with maximum development for individual and social good in the context of present day society, ultimate aims reach beyond the present life to the "after life". Individual aims emphasise the full flowering of an individual's personality. Social aims emphasise the role of education in promoting the well being of society. A detailed account of social aims may include the following: (a) an individual should be trained in good conduct and behaviour to lead a disciplined life, (b) he should be able to earn a livelihood making full use of his capacities and resources, (c) he should work for the welfare of others, and (d) he should be aware of his cultural and social heritage. When both individual and social aims are realised, they would lead to the emergence of a good citizen with creative ability.

(in Tamil.)

EDUCATIONAL PROBLEMS, PLANNING AND POLICIES

General

260. ALAGIYAWANNA, K.L.V. "The school system." --- Journal of the National Education Society of Ceylon. Vol. 12, 1963. pp.61-70.

The writer expresses his views about the school system recommended by the National Education Commission. He considers the eight year common school recommended by the Commission for children of the ages 5 years or 6 years to 14 years as a very desirable step and deserving of unqualified support. The pattern of four types of senior schools for students over 14 years of age is also commended by him. He notes that admission to all of them would be on a non-selective basis and that they would contain pupils of all levels of ability. He urges that apart from the non-selective senior schools there should also be a limited number of selective senior schools which would take in children who are very able and provide them with an education that would challenge them to aim at high levels of achievement. On the whole, he expresses the view that the recommendations of the National Education Commission in regard to the school system are based on very sensible considerations and would lay the foundation for a sound national scheme of education.

261. AMARAWANSA, VEN DEWAMOTTAVE. "Kolam̆ba pradēśayē pāsäl pratisanvidhānaya." (The reorganisation of schools in the Colombo region.) --- Davasa. October 29, 1963. 1025 words.

The Education Department should be congratulated for inviting the views of parents on its scheme for reorganising schools in the Colombo region. There are many defects in the proposed scheme. Muslim and Catholic children are to be sent to schools which have predominantly Muslim and Catholic children in them. But in the case of Buddhist children, they are to be sent to schools in which vacancies exist. There is no reason why religious factors should be taken into account. One result of the proposed reorganisation is that such well established schools as St. Benedict's College and Good Shepherd Convent will not be open to non-Catholic children. The claim that parents would be consulted in the allocation of children to schools cannot be taken seriously. The vacancies in certain schools will be fewer in number than the children who apply for them. The procedure which the Education Department proposes to use in such cases is not at all clear. It is to be noted that certain schools will be unaffected by the reorganisation. Some of the schools concerned are privileged schools, and the children in them will continue to enjoy privilege while other children will have to transfer from one school to another at hardship to themselves. The proposals for reorganisation envisage the continuance for all time of the English, Sinhala and Tamil media. This is not advisable. As Sinhala has been accepted as the official language, it is necessary to make plans for making Sinhala the only language used as the medium in course of time.

262. DAHANAYAKA, W. "Adhyāpanaya sañdahā viyadam adukaranna epā." (Do not reduce the expenditure on education.) --- Dinamina. June 4, 1963. 800 words.

60,000 applied for appointment as teachers, but only 500 have been recruited. The Education Department says that there are vacancies for 1800 teachers. The writer's estimate is that on account of the increasing numbers seeking education about 5000 teachers would be needed. When he was the Minister of Education in 1960, he had asked for financial provision to be made for 8000 teachers. The teacher shortage is acute now, as no teachers had been recruited during the period 1960-63. Many schools are understaffed. Even in schools which have the requisite number of teachers, their quality is poor. In the case of Tamil medium teachers, about four fifths are not professionally trained. The training colleges at Galle and at Kandy for Muslim teachers were recently closed down. They should have been converted for training Sinhala medium teachers. Emergency training schemes should also be devised to increase the supply of trained teachers. The fact that the government is not recruiting as many new teachers as it should, and the fact that the government is not increasing the supply of trained teachers to any considerable degree both go to show that educational expenditure is being curtailed. This is a most retrograde step.

263. IRIYAGOLLE, I.M.R.A. "Adhyāpanayē idiri gamana." (The forward march of education.) --- Lankadipa. December 16, 1965. 1315 words.

The writer, who is the Minister of Education, states that although the previous government appointed Commissions to make recommendations for establishing a national system of education, it did not implement the recommendations made by the Commissions. He has had the report of the Commissions studied with care and a new scheme of education prepared. As a result of an education which paid exclusive attention to the humanities, there is a shortage of persons with the skills necessary for technical development. The aim of his new scheme of education is to prepare children for employment. Using techniques of vocational and educational guidance, it is proposed to select children for training in crafts, industries, animal husbandry and fisheries. It is proposed also to eliminate the inequalities in educational provision as between urban areas and rural areas. Special attention is to be paid to agricultural education, and to the teaching of English as a second language. Programmes of adult education are to be inaugurated. Facilities are also to be provided to enable young men and women whose education had been interrupted to continue their education. A number of institutions of higher education permitting part-time attendance are to be set up.

264. JAYASURIYA, J.E. Some Issues in Ceylon Education, 1964. --- Peradeniya, Associated Educational Publishers. 1964. 88 p.

The writer compares the education proposals that were contained in the report of the National Education Commission with those embodied in the White Paper entitled Proposals for a National System of Education issued by the government in 1964. He points out that the White Paper departs from the Commission's recommendations on a number of quite vital and crucial issues, and that the area of agreement is narrow and limited. He compares the recommendations when they differ, and argues that in almost every case in which the White Paper departs from the Commission's recommendations, it is a departure for the worse. In the light of the announcement by the government that the proposals in the White Paper are of a tentative nature and would be modified after the public has had an opportunity to express its views, the writer expresses the hope that his book would serve a useful purpose by drawing attention to various shortcomings in the plan for education envisaged in the White Paper and by indicating the lines on which modifications are desirable. The specific recommendations compared and discussed in the book relate to the following areas: pre-school education; the organisation and content of basic education; zoning at the basic school stage; post-basic education; co-education; medium of instruction; private schools; estate schools; agricultural education; commercial education; engineering and industrial education; training of teachers; youth service; and educational administration.

265. JAYASURIYA, J.E. "Educational objectives for developing countries." --- Journal of the National Education Society of Ceylon. Vol. 13, 1964. pp. 1-12.

The writer argues that the main problems of education in Afro-Asia such as the provision of schools and school places in increasing numbers, an adequately trained supply of teaching personnel, the diversification of education through a variety of curricular offerings and institutions, and the absorption in satisfying and useful employment of the products of education are all basically economic problems. The need of these countries is to gear education to economic growth. It is suggested that the best means of improving agricultural productivity is by taking in hand young farmers and teaching them the practice of scientific agriculture. Considering that a high incidence of ill-health diverts resources from economic development to certain medical services, it is suggested that programmes of health education with both children and adults should be vigorously launched. Technical education must be accompanied by fiscal and import policies that would give an impetus to the development locally of industries which would absorb the technically trained personnel. Curricula must be elastically conceived to meet the needs of new industries. The production of books on technological subjects written in the national languages should be encouraged so that technical knowledge would be conveyed to the masses in general and to the workers in particular. The social skills of group discussion of a community's problems, the exchange of ideas regarding possible solutions, decision making following from group discussion, and cooperative planning to give effect to agreed decisions are all very important in the context of developing countries, and every effort should be made to encourage their acquisition.

266. JAYAWICKRAMA, R.S. "The White Paper on Education." --- Times of Ceylon. March 26, 1964. 1440 words.

The new scheme of education announced by the Minister would help every child to be educated in such a way as to contribute to the economic development of the country. The onus of selecting a particular curricular stream or a particular kind of education is placed on parents. Parents would have to heed the advice of teachers if they are to make the right choice. The teachers for their part will have to keep the parents informed of the abilities and aptitudes shown by the children in their work at school. The provision in the White Paper that the teachers professing different religious faiths in a school should be in the same proportion as the pupils in the school professing these religions is greatly to be regretted. The appointment and promotion of teachers should be based on academic qualifications and professional efficiency, and the religious element should not enter the picture at all. The intention to allow private schools to continue should be reconsidered. Private schools for privileged groups can have no place in a socialist state.

267. KALUGALLE, P.B.G. "Pāsäl pratisañvidhānaya - paramārthaya sādhāranaya itukirīmayi." (The reorganisation of schools - its objective is to do justice.) --- Dinamina. January 13, 1964. 850 words.

The writer, who is the Minister of Education, explains the objectives of the school reorganisation which is being put into effect. Schools had come up in an unplanned manner, largely because religious organisations established schools in competition with one another. In some villages and towns, there are several schools containing small numbers of children. Nothing could be done with these schools as long as they were under the management of religious bodies. But now that all of them have come under government control, a rational reorganisation of the school system can be attempted. When there are several small schools in a town or village, all of them are poorly staffed and equipped. If they are combined, they could be developed more easily. There is a great shortage of facilities for science education. If the number of schools to be developed for science is small, facilities can be provided without much difficulty. There would also be economy in the utilisation of teachers. In some small schools, a single teacher has to handle several grades but if such schools are unified it would be possible to appoint as many teachers as there are grades. Local needs will be borne in mind in the reorganisation of schools and there will be flexibility in the arrangements. It is only by a rational reorganisation of the school system that justice can be done to the children in our schools.

268. KUMARACHANDRA, D.B. "Adhyāpana ämatiṭa praśna kīpayak." (Some questions for the Minister of Education.) --- Davasa. December 24, 1965. 800 words.

The Department of Examinations is showing more corruption than in the past. Examination papers have leaked before the examinations concerned, results of examinations are unduly delayed and they are often full of errors. These are matters which should engage the immediate attention of the Minister of Education. A chaotic state of affairs exists in regard to the transfer of teachers, appointment of teachers, construction of school buildings, and the admission of children to schools. The Minister is answerable for them. Moreover, about 200 teachers have been interdicted and put on half-pay leave. The general public is adversely affected by this measure. Pupils are denied the services of many graduate teachers and trained teachers who are among the interdicted teachers If many of these teachers are found innocent, their salaries will have to be paid to them. In a sense, by his actions the Minister is placing additional burdens on the poor. Graduate unemployment is another acute problem for which the Minister is responsible. His refusal to recruit graduates into the teaching profession cannot be understood. Even in a country like India about 50 per cent of the teachers are university graduates. In Ceylon, only about 8000 of the 100,000 teachers are graduates. The Minister should take account of all these problems and propose effective measures to overcome them.

269. MINISTRY OF EDUCATION. Proposals for a national system of education. Colombo, Ceylon Government Press. 1964. 64 p.

This publication is popularly known as the White Paper on education of 1964. It sets out the official proposals of the Ministry of Education regarding both general education and technical education. Part I of the publication deals with general education, and the proposals are set out in seven chapters entitled 1. The system of education 2. The content of education 3. School organisation 4. The teaching service 5. Administration 6. Statutory bodies 7. The implementation of the proposals regarding general education. Part II is entitled Technical Education and Training, and the proposals are set out in five chapters as follows: 1. The system of technical education 2. The responsibility for technical education 3. The provision of engineering, industrial and commercial education 4. Medium of instruction, scholarships, teacher training, and implementation 5. Agricultural education and training.

270. MUNASINGHE, T.P.DE.S. "An end to irrational non-national education." --- Ceylon Daily News. November 1, 1963. 2100 words.

Three Commissions, dealing with general education, technical education, and university education, have recently issued reports making recommendations for the re-organisation of education in Ceylon. The present system of education is neither national nor rational, and it is quite unsuited for the needs of an undeveloped country. The child is taken through the school system up to the university, and when he is discharged into the world he can boast only of his textbook knowledge. Consequently, he is unemployed and unemployable. The report of the Technical Education Commission was intended to remedy this state of affairs, and to help build up a modern society based on science and technology. Much emphasis was placed on facilities for training in scientific methods of agriculture, and it was suggested that both full-time and part-time courses should be available. Co-ordination between education and economic development was suggested. A new Cabinet Minister, assisted by a capable Parliamentary Secretary, is essential for taking charge of science research and development. It should be his task to bring about an effective co-ordination between the private sector and the public sector in relation to the enterprise of production.

271. NESIAH, K. "Pādasālaiyum samūhamum." (Schools and society.)
--- *Kalvi*. 1963. pp. 11-13.

Education assists in the growth, development and progress of an individual. At the same time, through the medium of education children should be made aware of their heritage and culture. In a plural society, it is necessary that education should foster national unity and instil a patriotism that cuts across ethnic and religious differences. In localities in which there is a mixed population, the schools should also have a mixed population so that children belonging to different groups learn to grow up together and participate in various activities together. Schools should be run on democratic principles in order to encourage children to appreciate and follow the democratic way of life. There should be opportunity for the cooperative discussion of common problems. In every activity connected with the school, the home should be a close collaborator. The views of society in general and of parents in particular regarding all matters affecting the education of their children should be sought from time to time, and these views should inform the curriculum of the school. The will of society should express itself through the medium of the schools.

(in Tamil.)

272. PARAMOTHAYAN, K. "Education for national integration." --- Times of Ceylon. July 14, 1964. 1350 words.

Many economists and political leaders in Ceylon suggest that the feelings of tension between ethnic groups would disappear if there is economic development. But even in nations which are highly developed economically, tensions between racial groups exist. This shows that the roots of bitterness must be sought elsewhere. It is the writer's belief that racial and communal conflicts are the outcome of emotional blocks caused by the existence of stereotypes. It is the task of education to bring such deep seated stereotypes to the surface and show their irrationality. Educationists really dedicated to the task of national integration are needed. There should be provision for religious education in schools. Political history should be taught at a mature level and in such a manner as not to give rise to prejudices. Opportunities for contact between groups should be provided. Long term work camps on a national scale in which individuals belonging to various groups work together and live together should help in improving understanding between groups. The role of prestige figures and newspapers in promoting understanding between groups is important. Political parties that cut across racial and religious differences are necessary. Existing grievances should not be exploited.

273. PARAMOTHAYAN, K. "Government and textbooks' control." Times of Ceylon. March 4, 1965. 1750 words.

Just after the take over of schools, the government embarked on a policy of control of textbooks. One of the countries which exercised a control over textbooks was Nazi Germany. The books were often designed for purposes of political indoctrination. In present day Russia the textbooks are produced by the government. England and the United States are two countries in which there is absolute freedom in this respect. The people of Ceylon have to make up their minds whether they are for freedom or for regimentation. If they decide that they stand for freedom, it is not too late for the people to work up an opposition to the state monopoly over textbooks.

274. PERERA, WILMOT A "Adhyāpana diyunuvaṭa sampoorna säläsmak ōnǟ." (A comprehensive plan for educational development is necessary.) --- Dinamina. September 5, 1964. 1050 words.

There is interest all over the world in planning for educational development. The recent Commonwealth Educational Conference held in Ottawa discussed at length the use of mass media to liquidate illiteracy. It also discussed the need for educational planning. In Ceylon, the mass media are undeveloped. China uses mass media extensively. Television is used to teach new techniques to adult workers. Interested students can prepare for university degrees with the help of television programmes. Correspondence courses are also provided for university degrees. The training of teachers is carried out through correspondence courses. Ceylon should also follow some of these ideas. In regard to educational planning, England recently had several committees which reported on education at different levels. One of them has drawn up plans for higher education for the period 1960-81. India had a commission recently to report on the re-organisation of education. Ceylon has also had three commissions to report on various aspects of education. It now remains for the country to draw up a long term plan on the basis of the reports issued by these commissions.

275. SARACHCHANDRA, EDIRIWEERA. "Pāsäl pot komisamak ōnǟ." (A school books commission is needed.) --- Davasa. September 29, 1965. 690 words.

The control of thought is likely to arise from the creation of a state monopoly over textbooks, and it is important to offer opposition to this step. The issue of textbooks should be solved in a democratic manner. A commission should be appointed to go into all aspects of this question. The number of book publishers in Ceylon is limited, and the number of authors is also limited. The reasons for the lack of suitable books and the alleged use in school of unsuitable books should be investigated. The consequences of a state monopoly should be carefully assessed. The commission can go into all aspects of this complicated question and make recommendations in the light of its findings and in the national interest. There should be no expansion of state publishing activities until a commission studies the question and makes recommendations.

276. SIRIWARDENA, D. "The economics of our education system." --- Times of Ceylon. September 3, 1964. 3420 words.

The educational system of a country has to be planned according to the financial resources available. A large percentage of national revenue is spent on education, and educational expenditure is increasing yearly at a very rapid rate. The problem before the government is to expand educational facilities with the limited financial resources at the disposal of the government. Every cent should be used with a definite aim, and economy should be exercised wherever possible. New sources of finance for education should also be sought. The following suggestions are made by the writer: organising a school building sweep to raise funds, authorising local bodies to levy a tax for education, conducting schools in two shifts, enlisting community support for special projects, and giving free education only to those who are unable to pay for their schooling.

277. UVAIS, A. MOHAMED. "Pādasālaiyil kalviththaram kunriyu kārana menna?" (What is the reason for the decline in the standard of education in schools?) --- Thinakaran. July 13, 1965. 1200 words.

The main reason for the decline in the standard of education in schools is the lack of a suitable home environment. In the case of most children, their home atmosphere is not conducive to studies. After school hours, children spend a great deal of their time outside home in the company of persons who exercise an unhealthy influence on them. The home is not able to keep the child within it. Outside, library facilities and playgrounds are lacking and children get drawn towards various anti-social activities. They develop an unhealthy attitude towards books and learning, and consequently their standards of work in school and their discipline suffer.

(in Tamil.)

278. VELUPILLAI, S. "Mānavarkalin kalviththaram kunrak kārana menna?" (What is the reason for the decline in the standards of education among students?) --- Thinakaran. July 20, 1965. 1560 words.

One reason for the poor standard of education in schools is that most teachers are not trained. As a matter of fact, the quality of even those teachers who have been trained is not satisfactory. The duration of the course of teacher training is not long enough. It should be extended from two years to three years. There should also be closer supervision than now over the work of teachers. Inspecting officers from the Education Department should visit schools and admonish teachers who appear in class without preparing lessons. Teachers should be punctual and regular in their attendance. Teachers should not be allowed to engage in political activities.

(in Tamil.)

279. WEERASINGHE, G.D. "Education in 1965 alias frustration." --- Sun. December 28, 1965. 2000 words.

The year 1965 has been one of disappointment in the field of education. Till March, the previous government went on upgrading schools to Maha Vidyalaya status, but the change was only in name. In some places, grand buildings were put up while in other places dilapidated buildings remained unrepaired. About 400,000 children of school going age were not in school. The reduction in the duration of the primary school course from six years to five years, intended as an economy measure, was inadvisable. After the general elections of March, it was hoped that the new government would study the reports of the various Commissions and draw up plans for a new scheme of education. This hope has not materialised. Places for engineering students and science students in the universities are limited. The expansion of the Arts faculty in Colombo using the race course buildings is an unwise step. The buildings were not intended for a teaching institution. Library facilities are lacking.

The question must be asked whether it is conducive to the prosperity of the country to produce more Arts graduates. The report of the Technical Education Commission should be implemented with the help of industrialists. At the same time, a new orientation should be given to education at the school level using the report of the National Education Commission as the basis. Through such steps as these, a national system of education that would be of real benefit to the country should be introduced.

Education and the State

280. JAYAWICKRAMA, R.S. "Educational finance and government control." --- Times of Ceylon. February 22, 1963. 1920 words.

Ever since the schools take over Act was passed, many aspects of education have been discussed but there has been no discussion about educational finance. No one has paused to consider how much the proposed scheme would cost the tax payer. Thousands of children of school-going age are not in school, and the government has failed in its fundamental duty to provide school places for these children. The private sector can relieve the burden on the government's finances. What has been abolished is the system of grant aided schools. If there are more private schools that do not seek aid, the government will be able to save on its educational expenditure. As the freedom of the individual ought to be respected, the existence of private schools is a "must" in any democratic country. In a state system, traditions, morals and manners will not have scope to flourish. In controlling education, a government can make the students think in the way they want provided the government is efficient. This is not in the best interests of democracy.

281. PANNASEEHA, VEN. MADIHE. "Pāsäl rajayaṭa gäneemen avulak unō nā." (No confusion has arisen from the government take over of schools.) --- Dinamina. June 27, 1963. 1375 words.

Various opinions have been expressed about the effects of the take over of assisted denominational schools by the government. In the writer's view, the take over has been a success. It is true that the expenditure of the government on education has increased, but this was to be expected. The distribution of money for education is done on an equitable basis now, and no religious group can be regarded as being at an advantage. Whereas thousands of children were not taught their religion previously, religious instruction is now provided for all. Some areas in Ceylon have all along been better provided with educational facilities than other areas. The task of the government should be to equalise facilities by a rational distribution of resources. The fact that the student population in most schools is representative of the various religious groups inhabiting the island should be a factor in the promotion of national unity. In this connection, it should be pointed out that the existence of a few private schools still serves to keep certain religious groups isolated from the rest and to hinder the development of a feeling of unity. Looking at the country as a whole, one regrets to say that the process of economic and moral degeneration which was noted before the government take over of schools exists even now. Perhaps, the causes for it have to be sought outside the field of education.

282. SUMATHIPALA, K.H.M. "Jātika adhyāpanayaṭa paudgalika pāsäl bādhāvaki." (Private schools are an obstacle to the national system of education.) --- Dinamina. March 26, 1964. 425 words.

The proposals of the government for a national system of education are generally of a progressive nature, but the proviso relating to private schools is an important exception. It envisages the continued existence of private schools. This is in opposition to the recommendations of the National Education Commission. A common school attended by children of all social classes and all creeds is one essential characteristic of a national system of education, and as long as exceptions to this principle are recognised it cannot be said that a truly national system has been introduced. Private schools also tend to hold alien values and to decry what is indigenous. For these reasons, the proposal in the White Paper regarding private schools cannot be supported. If it is because of the extra cost involved that the government is unwilling to take over private schools, the government should state this fact and hold out the promise that when economic conditions improve it would take over the private schools.

Equalisation of educational opportunity

283. METTANANDA, L.H. "Adhyāpanika apahasukam tavamat tibenavā."
(There are shortcomings as yet in educational facilities.)
--- Dinamina. September 30, 1963. 650 words.

In the provision of educational facilities, the British discriminated against the Buddhists. There were two kinds of education. One was through the medium of English and it produced persons who enjoyed various kinds of privileges by serving British imperial interests. It was also open to those who received this education to learn science and qualify as engineers and doctors. The other kind of education was through the medium of Sinhalese and, as it did not open the way to employment opportunities under the government those who received this education remained down trodden. The Buddhists belonged largely to this second category. The schools with facilities for the study of science at advanced levels are unevenly distributed. In some predominantly Buddhist districts, facilities for science education are meagre. For example, Hambantota district with a population of 192,000 does not have a single school with facilities for science at advanced levels; Anuradhapura with a population of 229,000 has one school. On the other hand, Jaffna district has 33 schools for a population of 492,000.

284. PEIRIS, ROSHAN. "Classless schools in a class society." --- Ceylon Observer. November 17, 1963. 1700 words.

The Minister of Education has introduced a rule according to which all children living in a certain area are admitted to the same school. Schools which had hitherto been available only for the children of privileged parents have now been thrown open equally to the rich and the poor. There are several snags in practice. The children from the richer homes seem to be able to cope with academic work much better than the children from poor homes. Standards of social behaviour vary. Bullying and acts of stealing have been reported. The problem seems to be that neither can some parents be asked to level down their standards, nor can others be asked to raise their standards. Teachers with the right ideas and right values are also needed to make the scheme a success. On the whole, at least in so far as Colombo is concerned, the scheme seems to have been introduced prematurely, and difficulties abound. Equality for all is an admirable idea but there is trouble when equality in education is accompanied by so many inequalities in other factors.

285. RANASINGHE, REV. FR. ALEX. "Universal but not equalised." Ceylon Daily News. May 6, 1965. 1350 words.

In a democracy, education has to be universalised. This means that education should be provided for all the people of the country. At the same time, education has to be based on the natural endowments of individuals. They are never the same in any two individuals. Hence, equality in the sense of identity of educational provision for every one cannot be claimed. But equality in the sense that every individual is of special worth and entitled to impartial consideration must be recognised. In a plural society with many religious and ethnic groups, the factors that tend to separate them must be recognised. Segregation of children in schools according to media of instruction is one of them. Opportunities must be found for bringing them together in recreational and cultural activities, and in projects for the development of the country. While working cooperatively and in unison in such activities for the economic and social upliftment of the country, each group should be free to make parallel efforts for group upliftment. The future of democracy in Ceylon and the future of Ceylon itself will then be secure.

286. SIRISENA, D.P. "Gambada pāsälvala aḍupādu." (The deficiencies in rural schools.) --- Janata. January 23, 1964. 800 words.

Although officials of the Education Department say that there are no differences between urban schools and rural schools in the facilities they provide for education, it is not a correct statement of fact. Schools in rural areas are often stepped up to the grade of Maha Vidyalayas, but the change is reflected only in the name board of the school. The Pasyala Maha Vidyalaya has 1100 pupils and a staff of 42 teachers, but only one of the teachers holds a university degree. Although students are prepared for the University Entrance examination, they are being taught by teachers whose academic qualifications do not bear comparison with those of the teachers in the good urban schools. The Danowita Maha Vidyalaya has accommodation for 800 pupils, and equipment for teaching science, music and woodwork. The equipment lies idle as teachers have not been appointed to teach these subjects. Attendance has fallen because of this state of affairs, and now there are only 125 pupils. Great dissatisfaction exists in the minds of parents in rural areas about the quality of their schools, and those who have the means send their children to urban schools. A carefully phased plan should be worked out to reduce the inequalities among schools and to do justice by all the children in this country.

287. SUMATHIPALA, K.H.M. "Vidyā adhyāpanaya nagarayaṭa pamanak äyi?" (Why is science education confined to the towns?) --- Dinamina. May 4, 1964. 1325 words.

The recommendations in the Jayasuriya Commission were to the effect that comprehensive educational provision at the secondary level should be available within each electorate by means of schools of four types. The number of schools of each type was to be decided on an objective basis, and there was provision for the progressive expansion of facilities for science education. Reorganisation of the school system on these lines may have involved the transfer of facilities from over supplied areas to deficit areas. If this was not considered feasible, deficit areas would have received priority in the provision of new facilities. As these facilities would have served an entire electorate, the proposals in the Jayasuriya Commission report would have had the effect of bringing science education to rural areas within a very short time. The White Paper rejects these proposals and envisages that all schools would be multilateral with one or more streams, namely the Arts streams, which they already have. Expansion of facilities for science education is unlikely on the basis of the White Paper proposals, and science will be confined to urban schools.

288. SUMATHIPALA, K.H.M. "Panti adhyāpana kramaya tavama venas vī nähä." (The system of a 'class' education has not changed yet.) --- Dinamina. April 6, 1964. 575 words.

The proposal in the White Paper to establish a common school for the first eight years of education is an important one, but there is no evidence that a real effort will be made to equalise facilities in all such schools. The Jayasuriya Commission suggested a scheme of zoning in order to ensure that all children living within a specified area would attend the common school established in the area. The White Paper, however, does not subscribe to the principle of zoning. According to the proposal in the White Paper, while common schools will be established, it will be open for a parent living in a certain area to send his child to a so-called common school which is located in some other area. Parents belonging to certain social and economic classes will send their children to developed schools in other areas, and will take no interest in the welfare and development of schools in their own areas. In other words, what is envisaged is a system of schools that perpetuates class distinctions with a small number of good schools for the affluent and a large number of average or below average schools for the rest of the population.

289. WIJESUNDARA, P.B. "Nidahas adhyāpanaya säbǟvīmaṭa hämaṭama igenīmē idakaḍa ōnǟ." (If free education is to be a reality opportunities of education should be available for all.) --- Dinamina. April 25, 1963. 725 words.

Ministers and other responsible members of the government proudly claim that education is free from the kindergarten to the university and that two institutions have been recently raised to the status of universities. It is, however, a matter for regret that, in spite of the proud claims, six hundred thousand children of school-going age do not attend school. It is chiefly because of poverty that certain parents do not send their children to school. Some who send their children to school withdraw them early when poverty compels them to do so. Many children who ought to be in school are employed as domestic servants in houses. Some parents who are unemployed are known to live on the earnings of their children in domestic service. Over the years, no effort has been made to solve this problem or to work out a long term policy that would solve it in course of time. It is the duty of every political party, and especially of those political parties which pursue socialist policies, to do what it can to ensure that all children of school-going age are given an education.

290. WIMALASIRI, P. "Pāsäl pratisañvidhānaya ikman kala yutu raja raṭa adhyāpana adupādukam." (The shortcomings in education in the Anuradhapura area in which the reorganisation of schools should be speedily undertaken.) --- Lankadipa. June 12, 1964. 1000 words.

The government has invested a great deal of money in the new colonisation schemes in the Anuradhapura area. It is on the generation of children now growing up in the area that the government has placed its hopes for a return on the investment it has made. This return will depend largely on the quality of educational provision in the area. There is an over supply of schools in the area from the point of view of numbers, as the government has been setting up schools in response to popular requests. But the schools are inadequately equipped and staffed. Some schools have such small numbers that a few teachers have to take charge of a large number of classes. When there are many schools in an area to which it is difficult to attract good teachers, the quality of staffing in all of them goes down. The reluctance of teachers whose homes are in developed areas to serve in these schools has resulted in the appointment of local persons who have been educated in the same inadequate schools. They know nothing of the practices in good urban schools. It is a mistake to appoint them without giving them opportunities of observing the practices in good urban schools. Their first appointments should be to such schools. Later, when they have gained some new insights there is no objection to their coming back to their undeveloped home areas. Small and inadequately staffed schools should be done away with. A reorganisation of schools should be carried out immediately on the same lines as has been done in urban areas.

Language issues in education

291. ABEYWEERA, INDRAPALA. "Jātika adhyāpanaya adāla karana väda." (Actions which harm national education.) --- Lankadipa. September 6, 1963. 1000 words.

Great harm can befall the national system of education if the recommendation of the Technical Education Commission that technical subjects should be taught in English for the next five years is accepted. Although it was said that science could not be taught in Sinhala the progress made in the past few years shows that the difficulty of teachers and textbooks can be overcome. The ancient building and irrigation works of this country astound engineers of the present day. They are the achievements of people who used Sinhala and not English. It is a mockery to say that technical subjects cannot be taught in Sinhala. The language has shown itself to be capable of meeting all the demands so far made on it, and there is no reason to believe that it is incapable of meeting the needs of modern technology. The government should not pay heed to the recommendation which the Technical Education Commission makes about the medium of instruction. One drawback in the composition of the Commission was that it had members who could not read and write Sinhala. There is reason to believe that their presence in the Commission was responsible for giving a more important role to English than is justified by the existing situation in relation to education.

292. COMMISSION OF INQUIRY ON TECHNICAL EDUCATION. "Medium of instruction." Report of the Commission of Inquiry on Technical Education. --- Colombo, 1963. pp. 125-153.

At the university and at all technological and professional levels, English should continue as the medium of instruction for some time longer. The position should be further reviewed at the end of five years. At the technician level, the medium of instruction should be English for the next five years at least. The position should be reviewed at the end of five years during which period teaching personnel and textbooks in the national languages should be provided. All technical teachers should be proficient in Sinhala or Tamil. At the craftsman level, the medium of instruction should be either Sinhala or Tamil. English should, however, be taught as a compulsory subject so that those students of promise who wish to proceed to higher technical studies would have every opportunity to do so. But a pass in English should not be necessary for the award of the craftsmen's certificate.

293. DE FONSEKA, C.P. "Science, Swabhasha and the university." --- Times of Ceylon. March 16, 1963. 2580 words.

Issues of a general character have been highlighted in discussions of Swabhasha, but it is necessary to consider also the special problems that arise in certain fields. A great deal of the teaching in medical courses is done by clinical teachers. Some clinical teachers are permanently employed by the university; others are employed by the government to work in hospitals. Even the clinical teachers permanently employed by the university have a great deal of hospital work. Neither category of clinical teacher can combine his day to day activities with acquiring proficiency in Swabhasha. Most of them are at present not competent in Swabhasha and a great deal of study on their part is necessary if they are to acquire the ability to use the language efficiently for the purpose of teaching in it. A long period of study leave will have to be given for this purpose, and in the meantime medical education would come to a standstill. There is no purpose in setting deadlines for the change over without paying regard to these problems and drawing up a concrete plan of action.

294. INDRARATNA, A.D.V.DE S. "Swabhāshā mādhyayen vidyāva igänveema." (Teaching science in the national languages.) Silumina. February 17, 1963. 1125 words.

Although doubts had been expressed about the feasibility of teaching Economics in the national languages, the experience during the last few years at the University is that Economics can be taught quite successfully in the national languages. There were difficulties regarding technical terms but they have been overcome. The teachers were quite enthusiastic and took care to improve their command of the national languages. In regard to the natural sciences, difficulties regarding technical terms and teachers exist, but with planning and determination they could be overcome. The other alternative of compelling students, who had been taught all their science through the national languages up to the pre university entrance level, to switch over to English at the university entrance level is likely to cause hardship to many students. The officials of the Department of Education, the officials of the Official Language Department, and the teaching staff of the university should make up their minds in the national interest to do all they can to make it possible for science to be taught in the national languages.

295. JAYASEKERA, K. "Sinhalen vidyāva igänveemața bādhā." (Obstacles to teaching science in Sinhala.) --- Laṅkadipa. March 19, 1963. 1000 words.

In discussing the language medium for teaching science, a number of factors should be taken into account. It is true that if we are a free country, there is every argument for using Sinhala as the medium of instruction for all subjects at all levels. But it must not be forgotten that Ceylon is an economically undeveloped country and that one of our most urgent needs is to utilise science and modern technology for our economic development. If it is considered whether the study of science in English or in Sinhala would be more conducive to the achievement of this aim, there would be no doubt about the right answer. The vocabulary for expressing certain concepts and principles of science does not exist in Sinhala, and to use an undeveloped language would be an obstacle to the attainment of the knowledge of science necessary for national development. While it is true that children from poorer homes may not have, or may not be able to acquire, facility in English, it is more important to consider the needs of the nation as a whole for development rather than concern ourselves with cases of hardship. In discussing the language medium for teaching science at the school level, it should not be forgotten that for many years to come the medium of instruction in the university would be English for science subjects. There should not be any haste to teach science in Sinhala, if haste would mean loss. While continuing to teach science in English for a few years more, a plan of action should be worked out for producing the teachers and the books necessary for teaching science in Sinhala at as early a date as feasible.

296. JOSEPH, LEILA. "Why schools are now reverting to English." --- Ceylon Observer. March 19, 1963. 2300 words.

There has been a noticeable trend in schools in recent times to switch back to English for teaching science subjects. These schools had taught science in the national languages at the G.C.E. level for some years, but there were other schools which did not do so.

Parents now feel that the students from the schools which switched over to the national languages are at a disadvantage. Higher education is still in English. Various courses of professional training are being taught in English. When employment is sought, preference is given to applicants who have a good knowledge of English. For these reasons, it is an advantage to have used English as the medium. Parents with children in schools which switched over to the national languages demanded that the schools should switch back to English, and the school authorities have agreed. Of course, in so far as mastery of science is concerned, there is evidence that students who have been taught science in the national languages comprehend the subject well. Those who are learning science in English have to grapple with linguistic difficulties. From that point of view, the switch back to English is not a step in the right direction but the reasons for it should be appreciated. It is desirable that the Ministry of Education should lay down a firm policy regarding the language media so that there would be a uniform practice in all schools.

297. KARUNANANDA, M.W. "Vidyā vishaya sinhalen bäri äyi?" (Why cannot science be taught in Sinhala?) --- Davasa. February 12, 1963. 1075 words.

The government issued a policy statement on January 6, 1955 to the effect that Sinhala and Tamil would be progressively used as the media of instruction for all levels of school education. The government, however, allowed schools to use English or the national languages as the media of instruction for science subjects at the General Certificate of Education level until more teachers and books were available. A number of schools, including Ananda College, commenced teaching science in Sinhala at this level as from January 1, 1956. By the year 1963, any difficulties that existed should have disappeared. While Ananda College continues to teach science in Sinhala even at present, certain schools which along with Ananda College switched over to Sinhala in 1956 have switched back to English as from the beginning of this year. This is a reactionary step and its effect would be to put the clock back. The government is to be blamed for this state of affairs. The time had come for the government to insist on the compulsory use of the national languages, but because the government has failed to do so schools which had switched over to the national languages earlier now feel tempted to use English. The excuse that parents make the demand cannot be accepted. If the demands of the parents are to be heeded, it will be necessary to go back to the days when the medium of instruction even in the Kindergarten was English. The interests of a few anglicised and affluent parents cannot be allowed to dictate national policy. The example of Ananda College and the other schools which used the national language media shows that the time has now come for the government to insist that all schools should make this change. If the government is not prepared to do so, it should issue a new policy declaration.

298. RUBERU, T.RANJIT. "Teach science in Swabhasha not English." --- Times of Ceylon. March 13, 1963. 2640 words.

It has been brought to the notice of the public that attempts are being made to teach science in English from the G.C.E. Preparatory class upwards by some heads of schools at a time when science teaching in the Swabhasha (national languages) is progressing satisfactorily. The main reason which has prompted these schools is that certain other schools are using English. What should really be done is to make it a general rule for all schools to teach science in Swabhasha so that uniformity could be achieved. The change over to Swabhasha has produced beneficial results. Children taught science in the mother tongue have shown better understanding than those taught in English, and they have also expressed themselves better. Steps must be taken to encourage the production of science textbooks in Swabhasha for the G.C.E. Advanced level classes with a view to switching over to Swabhasha at that stage in two or three years' time. The supply of teachers should also be increased.

299. VADIVEL, V. "Than moliyil gignānam." (Science in the mother tongue.) --- Thinakaran. September 18, 1963. 1170 words.

The proper study of science involves the carrying out of experiments and the analysis of the results of experiments. Science cannot be learned by an effort of memory. The thinking powers of an individual are called into play in the study of science in interpreting and understanding the results of experiments. A student cannot think effectively in a language with which he is not quite familiar. As many books on science may not be available in the mother tongue as in English, but if the study of science involves the activity of thinking rather than committing facts into memory from books, the most sensible medium to use for the study of science is the mother tongue. It is because the study of science through an unfamiliar language does not present a challenge to the powers of thinking that there are so few scientists in countries in which science is taught in a language other than the mother tongue. The argument that the mother tongue is not sufficiently developed for teaching science cannot be accepted. At one time it was thought in England that the English language was not adequate for teaching science. Latin was used for the purpose but now every one recognises that English has shown itself to be capable of use for teaching science. The national languages, too, would become quite adequate for teaching science if they are used. It is clear from these considerations that the mother tongue is the most appropriate medium for teaching science.

(in Tamil.)

300. WIJESEKERA, N.D. "Science and the change to Swabhāshā." --- Times of Ceylon. December 12, 1963. 1680 words.

Ceylon has accepted the principle that the mother tongue of the child should be the medium of instruction from the Lower Kindergarten upwards. This means that the Swabhasha (national languages) should be used even in the universities. After 150 years of education through the English medium, only 7 per cent. of the population is found to be literate in English. It must be realised that the change over to Swabhasha had to come. Our attitude towards it should be to do all we can to make the change over successful. Books are becoming increasingly available and the number of teachers able to teach in Swabhasha is also increasing. Pupils who have been taught in Swabhasha show good comprehension of the material taught, as linguistic difficulties do not stand in their way. They also show clarity of expression in setting out in their own words the material that has been taught to them. An intensive course of English should be given to students who are planning to enter the university so that they would acquire sufficient proficiency in the language to be able to use it for reading purposes. Israel provides a good example of what can be achieved. Within one generation, a language that was more or less dead was revitalised as a medium for communicating modern knowledge at all levels.

University education

301. DAHANAYAKA, W. "Piriven viśva vidyāla-komisamō vārtāva raṭaṭama apahāsayaki." (The pirivena universities - the Commission report is an insult to the country.) --- Dinamina. October 21, 1963. 630 words.

The writer, who is a former Minister of Education, says that his mind was full of suspicion from the time the Commission was appointed. The Commission was a political Commission rather than an education Commission. It says that Bhikkus (Buddhist monks) should not hold any appointments under the government, and that if any are already in employment under the government they should be removed from office. This is a political recommendation that goes outside the terms of reference of the Commission. The Commission also recommends that the facilities for the higher education of Bhikkhus should be separate from the facilities for the higher education of laymen. They ignore the facts of history when they make this recommendation. It is a well known historical fact that the ancient pirivenas of Ceylon provided equally for the education of Bhikkhus and laymen. The recommendations of the Commission are directed against the religious and cultural traditions of the country and as such they should be rejected.

302. JAYASURIYA, J.E. "Sarasavi sākhā pihituveema mulu ratatama setak." (The establishment of university campuses will be a boon to the whole country.) --- Davasa. August 19, 1965. 1600 words.

If the criteria for admission to the universities applied in 1964 are applied in 1965, about 4000 would be eligible for admission to the Arts faculties. Considering the population of Ceylon, the number of students enrolled in universities is small in comparison with other countries. There is no justification therefore for excluding those who have qualified for admission. The University of Ceylon at Peradeniya established a campus in Colombo some years ago, but the facilities available in Peradeniya and Colombo are not adequate for those seeking admission this year. The government made a praiseworthy decision to establish three more campuses at Kurunegala, Galle and Jaffna but attempts are being made to get the government to change its decision. Among the opponents of expansion are the private institutions which urge that they be granted affiliation. But by far the most determined opposition has come from Jaffna. Jaffna has already a surplus of Arts graduates as many students from Jaffna have graduated in Arts subjects from Indian universities. Jaffna is not interested in any more Arts graduates, and this lack of interest has made the politicians from Jaffna oppose the whole idea of establishing any more campuses anywhere in Ceylon. This is a very selfish move, and the government should not allow itself to be persuaded to abandon the proposal to establish campuses.

303. SANDERATNE, NIMAL. "The future ... unemployment ... frustration ... revolution." --- Ceylon Observer. December 19, 1963. 1700 words.

The students at Vidyalankara University are generally those who had failed to gain admission to the University of Ceylon, and their academic background is not of the best.

This poses a challenge to the staff. Although the study of English is compulsory, the facilities provided for teaching it are inadequate. The impression one gets is that standards are lowered to enable large numbers to qualify. One important question that arises is whether the economy of the country is expanding at a sufficiently fast pace to give the youth who pass out a suitable place in society. Will they have opportunities to use their talents or will they find it impossible to get employment? If the latter situation arises, the consequent frustration could well be the raw material out of which a revolution of educated youth would develop. It is very essential that the university staff should have a deep sense of devotion. If there is failure to mould on the right lines the material passing through their hands, not only would an invaluable opportunity have been lost but a great deal of harm would also have been done to the nation.

304. SANDERATNE, NIMAL. "Changing patterns in university education." --- Ceylon Observer. December 16, 1963. 1600 words.

The expansion of university education in Ceylon by granting university status to two ancient seats of oriental learning, instead of opening up universities of the western pattern, is part of an important social change. The student body is drawn very largely from the rural areas and they are being educated alongside the Buddhist bhikkus (monks), who in their capacity as the spiritual leaders of the community are considered to exercise a wholesome influence on the lay students. The students are politically minded and express their views on various issues with fervour and freshness. They are eminently suited to take the leadership in rural Ceylon. In the case of the Buddhist bhikkus, the opportunities they now get to receive a modern education should enhance their usefulness to the community. Some members of the public view with disfavour the fact that in an increasing measure than in the past, bhikkus take on employment as teachers. This, however, is to take a limited view of the duties and responsibilities of a bhikku. To the credit of the universities, it must be recognised that they have been pioneers in teaching science in Sinhala and in developing courses in Public Administration and Business Administration.

305. SANSKRUTI. Special issue on university education. Volume 12, No. 4, 1965. pp. 1-283.

The Sinhala Journal Sanskruti has devoted this special issue to university education. It has 26 articles contributed by various writers. The articles fall into three main divisions. The first entitled "The background to university education" consists of 5 articles, all relating to Ceylon. The second is entitled "University education in Ceylon". The third entitled "University education abroad" has articles on "Tagore's educational ideas" especially as seen in Shantiniketan; "Land Grant Colleges of the U.S.A. and their contribution to education"; "Recent university experiments" largely in Britain; and "Higher education in ancient India - its nature and its history in brief".

306. SIRI SEEVALI, VEN. BAMBARENDE. "Have these universities lived up to their aims?" --- Ceylon Observer. October 13, 1963. 1800 words.

Five years after the two Buddhist universities were created, the question is being asked whether satisfactory progress has been made in the direction of achieving their aims. While some progress has been made, much more remains to be done. The two universities should become the repositories of Buddhist knowledge and learning at the very highest levels. A sufficient number of Buddhist scholars should be sent to other Buddhist lands to study Buddhist cultural trends and developments in them. The information gained and the knowledge gathered should be collected, and the role of Buddhism in the modern world should be considered in the light of this information and knowledge. The ideals of Buddhism can make a significant contribution to the modern world, but the precise nature of that contribution has to be worked out. This should be a worthwhile task for the two universities. The universities should develop in such a way that they acquire the stature to guide the cultural and spiritual needs of the Buddhists all over the world.

307. SIRI SEEVALI, VEN. BAMBARENDE. "The challenge to the Buddhist universities." Ceylon Observer. August 25, 1963. 2150 words.

The Act of Parliament which created the two new universities, Vidyodaya and Vidyalankara, stated that the two universities are for promoting the Sinhala language and Buddhist culture. There was a need for both these tasks to be done. The Sinhala language had not been used for modern learning, especially in the fields of science and technology, and it was necessary for the language to be developed so as to meet every demand that could be made on it. Buddhist culture also needed re-interpretation in the context of present day society. While Buddhist bhikkus (monks) were in the majority at first in the two universities and the number of lay students was small, the reverse is the case now. A problem has arisen about the admission of female students. Although they had not been admitted earlier, there is no reason why they should not be given the same facilities as male students for admission to the two universities. The argument that bhikkus would be corrupted if women are admitted is scarcely worth consideration. The suggestion that the universities should be reverted to the status they had earlier, namely the status of pirivenas specialising in ancient religious learning as against modern learning, is most mischievous and should be firmly rejected.

308. THIRUNAVAKARASU, E. "Nāttin olrumaikkum munnētrathitkum palkalaikkalagam viththida vōndum." (University must sow the seeds of national unity and progress.) --- Thinakaran. March 26, 1963. 1800 words

The system of education in Ceylon is not directed towards the achievement of national unity. The history of Ceylon as taught in school emphasises the conflicts between various linguistic and religious groups living in Ceylon. On account of the language barrier, Sinhala and Tamil students do not communicate very much with each other. University students are very acutely politically conscious. Political parties nowadays are not concerned with promoting national unity. They encourage communal and religious discord. In these circumstances, a special responsibility rests on the university to ensure that a spirit of understanding and amity prevails among the students in the university. Students must be encouraged to think independently so that they do not become indoctrinated by political parties which are determined to sow the seeds of disharmony among various groups.

(in Tamil.)

309. VAJIRAGNANA, VEN. MEDAGAMA. "Piriven sarasavi saha vanitā pakshaya." (Women students and the pirivena universities.) --- Davasa. March 20, 1963. 750 words.

Women can make no less a contribution than men to the tasks of national development. Moreover, the complexity of modern society requires that every single individual should make an effective contribution. If one sex is provided with limited facilities for education, the two sexes cannot cooperate in the way they should. The opposition to the admission of women students to the pirivena universities arises from the fact that these universities were primarily intended for monks. While this is true, it is necessary to recognise the fact that the number of monks attending them is very small, and that laymen constitute a very high percentage of the student body. The number of monks will go down still further in future. Men students are admitted to the two pirivena universities with the result that men enjoy favoured treatment in the matter of university education. There is no justification at all for this. The demand of the women students for admission to the pirivena universities can no longer be postponed, and action should be taken to throw the pirivena universities open to them with immediate effect.

310. VIMALANANDA, TENNAKOON. "Research and the university library." --- Times of Ceylon. January 24, 1963. 1450 words.

It is one of the most unsatisfactory features of the development of the University of Ceylon that its library has suffered through neglect. The library originally served the needs of students enrolled in the Ceylon

University College in order to sit for the external examinations of the University of London. While the former University College has blossomed into a full fledged university, the library has not kept pace. The chief defect of the library is its failure to take into account the value and importance of research in the life and activities of the university. Having been first established to meet the needs of undergraduates, it does not meet the needs of the research worker sufficiently. The practice whereby young members of the teaching staff of the university go abroad for their post-graduate studies has been partly responsible for the lack of development of the library. If a number of them do their research in Ceylon, the library will have to be expanded to meet their needs, and in a matter of years an adequate research library is likely to result. It is in the national interest to take all means possible for developing a really good research library in the university.

311. WIMALAKEERTHI, VEN. MEDAUYANGODA. "Editara liyavillak." (A courageous document.) --- *Lankadipa*. December 20, 1963. 1200 words.

The recently issued *Universities Commission Report* is a useful and courageous document. It has fearlessly exposed malpractices in high places and departed from the usual practice of overlooking the shortcomings of persons in places of power. Let us consider one of the malpractices mentioned in it. In the Vidyodaya University, money had been provided for the salary of a professor who did not have a single student and it is also stated that this salary was added to the Vice-Chancellor's salary. It is useless sending the report to the University authorities for their views. A committee should be asked to report on the malpractices. The Minister of Education has taken a firm stand in his dealings with school teachers, but in this important issue he does not seem to have the courage to act. It is important to recognise that financial matters cannot be handled by Buddhist bhikkus (monks). It is a quite unaccustomed role for them and it is also against the code of rules which a bhikku~~s~~ is enjoined to follow. The courses of study provided in the Pirivena Universities should also be rethought considering that bhikkus who follow these courses end up as school teachers and abandon their temples. The idea of setting up a special institution of higher education for bhikkus is greatly to be commended. If both the Pirivena Universities cannot be converted to such institutions, one could be for the laity and the other for bhikkus. . The public should demand the implementation ofthis valuable report and not allow itto be put in cold storage.

CONTENT OF EDUCATION AND METHODS OF TEACHING

General

312. NOYCE, CLARENCE G. "Five channels to learning and a sixth for remembering." Journal of the National Education Society of Ceylon. Vol. 14, 1965. pp 69-73.

Nature has endowed the human species with five channels for feeding information, ideas, understanding and emotional nourishment into the brain. They are the eyes, the ears, the nose, the tongue and the sense of touch. If the brain is fed through only one of these channels, the diet is inadequate. The writer emphasises the importance of an approach to learning and teaching that uses all the senses. He also points out that there is another dimension to the matter of nourishment and under nourishment for growing minds. It has to do with emotional involvement, a state of being absorbed and thrilled with the discovery of new knowledge and the mastery of new skills. It is the task of the teacher to provide full nourishment for the young minds under his charge by feeding them through all five channels of communication and creating a climate where pupils are emotionally as well as intellectually involved in the quest for learning.

Art

313. PINNEDOOWE, K. "Creativity in art education " --- Sun. December 8, 1965. 2560 words.

The sum total of our civilisation is the product of man's creative ability. Creative thinking abilities are important in the acquisition of information and intellectual skills. Being creative is essential also for healthy personality development. At the school level, creativity could be developed through art education. Creativity in other fields could be promoted when it is first developed through art. From this point of view, art should occupy a very important place in the school curriculum. In art education, every effort should be made to unfold the child's creative potentialities. The materials of art appeal to the child and lend themselves readily to the expression of individual sensibilities. It is only with the promotion of the creative powers with natural materials in the early stages that at a later stage creative work through abstract material such as language becomes possible. Both at home and in school, children should be provided with an atmosphere conducive to the unfolding of creative potentialities. In teacher education programmes, the methodology for stimulating creativity through art as well as other media should be given special emphasis.

Civics and Government

314. WILSON, A.J. "Government for the Higher School Certificate and the University Entrance Examination." --- Journal of the National Education Society of Ceylon. Vol. 12, 1963. pp. 8-12.

'Government' is a subject for the Higher School Certificate and the University Entrance Examination in Ceylon. The syllabus is divided into four sections, namely 1. Elements of political science 2. Constitution of Ceylon 3. Dominion Status 4. Commonwealth of Nations. In the first section, the purposes of government, and the principles which enable a democratic government to function should be discussed. In the second section, the evolution of the Constitution of Ceylon should be discussed first, and then there should be a full analysis of the structure and functioning of the Constitution, using a comparative method and bringing out the similarities and differences between the Constitution of Ceylon and the British Constitution. The last two sections of the syllabus call for a knowledge of the meaning of Dominion Status, and the significance and implications of membership in the British Commonwealth.

Geography

315. UDAGAMA, P. "Geography in the secondary school." --- Journal of the National Education Society of Ceylon. Vol. 13, 1964. pp. 74-80.

The syllabuses in geography used in schools in Britain, the United States, Soviet Russia and Australia are given in outline and they are compared with one another and also with the syllabus prescribed for schools in Ceylon. It is pointed out the stress in the Ceylon syllabus is on regional geography, and that new trends in geography have not been given any place in the syllabus. The writer outlines a course of study in geography for the secondary school level. He suggets that the approach to geographical study should be through experience and problem-solving methods and geared to international understanding. Map work and study of the local environment should be continued at all grade levels to teach geographic skills and understandings. It is stressed that a new type of syllabus cannot reach the classroom unless teachers are motivated to follow it. Through seminars and in-service training, teachers of geography must be encouraged to develop a problem solving approach to the teaching of geography.

Handicrafts

316. WEERASEKERA, W.C. "Hasta karmānta pāsal vishyak kirīmē agaya." (The value of making handicrafts a school subject.) --- Janata. September 11, 1964. 2200 words.

A child's education cannot be considered to be complete if it is confined to learning from books. The practice of handicrafts has many uses to commend it. The child learns motor coordination and manual dexterity from handicrafts. He comes to understand the materials and objects of his physical environment. He turns out a finished product and feels a sense of satisfaction from his achievement. He learns to differentiate between a job of work badly done and a job of work well done. There is scope for originality and creativity in connection with handicrafts. The importance of due care in handling materials and tools is learned in the handicrafts room. The planning of a product also calls for certain intellectual skills. Variety in the curriculum is provided by the study of handicrafts. The purpose of the study of handicrafts is not vocational training. It is an essential element in the full education of an individual.

History

317. SAMARAWEERA, D. "Knox's Historical Relation of Ceylon as a source book in the teaching of history." --- Journal of the National Education Society of Ceylon. Vol. 12, 1963. pp. 45-52.

Contemporary history finds only a small place in the school curriculum, and the study of history is by and large confined to the study of the past. The subject matter of history appears to be dead and lacking in vivacity and reality in so far as the child is concerned. One method of making history an interesting subject is by using the source material of history, like contemporary descriptions and diaries, which will help the children to re-live the past. The secondary school offers more scope for dealing with source materials than does the primary school. A Historical Relation of Ceylon by Knox provides an excellent source book for making a study of the reign of Rajasinghe II of Kandy. A problem approach could be followed. Could Rajasinghe II have made himself master of the whole of Ceylon by successfully expelling the foreigners and holding his own against rivals? It will be a challenge to the students to select from the book material that may have a bearing on this problem, and then to reason out a solution. The writer illustrates a possible way of organising the material for the purpose of this problem, and argues that such an approach could make the study of history an interesting and productive activity.

Language

318. DE SILVA, M.W.S. "A programme for teaching Sinhalese grammar." --- Journal of the National Education Society of Ceylon. Vol. 13, 1964. pp. 44-50.

The Sinhalese language is characterised by two forms, one for writing and the other for speech, and there are considerable phonological and grammatical differences between these two forms. Even a Sinhalese speaker by birth has to learn the written language almost as if he were learning a second language. It is suggested that the material for teaching the written language should be drawn up on the principles of the contrastive method. Teaching materials should focus on differences or contrasts between the language used in speech and the language used in writing, and they should be presented in a graded manner to the student. A teacher's handbook, which is not a compendium of declensions, conjugations and word combinations, but a complete statement of the ways in which the literary grammar differs from the spoken grammar should be prepared for introducing them gradually to literary grammar. Reading books used in the early stages should contain the spoken language but as the child grows up and gets introduced to literary grammar the reading books should also use that grammar. By the time the child is in Grade 5, it should be possible for him to read books written in the literary grammar.

319. PERINPANAYAGAM, G.T.R. "Some difficulties encountered in the teaching of English to Tamil students." --- Journal of the National Education Society of Ceylon. Vol. 13, 1964. pp. 58-73.

The greatest difficulty that a Tamil child encounters in the study of English is the lack of similarity in word order. It is almost impossible to find any sentence that has the same word order in the two languages. The plurals of nouns and pronouns are formed according to a definite rule in Tamil and there are no exceptions to it. English on the other hand has many nouns and pronouns whose plurals are irregularly formed. The definite article and the indefinite articles are essential elements in English, but Tamil has no equivalent for the definite article. The verb form in English presents great difficulty to the Tamil student as the usages in the two languages are not parallel. Each has its complexities and it is important for the teacher to be aware of them and appreciate the way in which they present difficulties to the Tamil child in acquiring mastery over English.

320. SAMARAJIWA, CARLTON. "Better English teaching and comparative studies." --- *Times of Ceylon*. June 22, 1964. 1420 words.

In countries where the teaching of English as a second language has been successful, attention has been paid to the comparative analysis of English and the native language. At certain institutions, a comparative study of languages forms the basis on which all language instruction is carried out. Depending on the extent to which a foreign language has similarities with the native language, the learner of the foreign language will find it easy or difficult. Features of the foreign language which are similar to the native language would be easily mastered while other aspects which are dissimilar would present difficulties. If a comparison of the two languages is available, the teacher would know at what points he has to exercise a special effort. One reason why the teaching of English is not successful in Ceylon is the absence of such a comparative study. According to the White Paper issued by the Ministry, the study of English will in future commence at a later stage than now. This makes an efficient approach all the more necessary, as the more mature the learner the greater is the influence of the habits of analysis of English and the local languages made without any delay so that materials of teaching based on such an analysis could be prepared for use in the classroom.

321. SUGATHAPALA, H.D. "The development of basic skills and study habits in the teaching of language." --- Journal of the National Education Society of Ceylon. Vol. 12, 1963. pp. 53-60.

In most schools in Ceylon, the emphasis in reading falls mainly on training the child in the skills of recognising letters and words, and thereafter in articulating them accurately and fluently. The child is introduced to reading with disconnected letters and words which are used purely for their phonetic value and do not make up any significant unit of meaning. The writer suggests a reading programme related to children's interests and experiences, and the content of which is meaningful and attractive to the child. The teaching of writing shows the same divorce of formal skills from meaning and content. The child is taught to form letters correctly and to build them up into words. Later he is drilled in the grammatical inflections of words and the syntactical structure of sentences. But writing as a medium of self expression and communication, of conveying ideas and experiences has very little place in the early years in the classroom. The writer emphasises the importance of developing speech skills in the classroom and providing opportunities for the use of language. With such training, the child can go on to creative writing as a pleasurable and meaningful activity.

Mathematics

322. KANDASAMY, S. "Ennpādathit pitpōkku." (Backwardness in arithmetic.) --- Kalvi. 1963. pp. 34-39.

Backwardness in arithmetic can be discussed under three headings: (a) the environmental aspect concerned with factors in the home and school (b) the intellectual aspect concerned with intelligence and special abilities (c) the attitudinal aspect concerned with likes and dislikes. The writer discusses each of these aspects in detail and considers their implications from the point of view of the remedial treatment of children who are backward in arithmetic.

(in Tamil.)

323. KULATILAKA, C.R. "Some comments on the common mistakes made by candidates in Pure Mathematics at the Ceylon University Preliminary Examination (I)." --- Journal of the National Education Society of Ceylon. Vol. 14, 1965. pp. 61-69.

In this article, the writer takes one by one the questions set in Pure Mathematics Paper I at the Ceylon University Preliminary Examination held in December 1963, and discusses the common mistakes made by candidates in answering the questions. The questions are in the fields of algebra and calculus. The discussion of mistakes is in some cases followed by an exposition of the theory that lies behind a correct approach to the questions that have been set.

Science

324. RUBERU, T.RANJIT. "Field work approach to the teaching of biology." --- Journal of the National Education Society of Ceylon. Vol. 12, 1963. pp. 23-33.

The emphasis in science education in Ceylon has been on the acquisition of factual knowledge. The importance of developing a scientific skill in the minds of those educated or of training the student in the proper application of the knowledge acquired by him has been ignored. Biology has been regarded as a subject in which only descriptive and qualitative work is involved. A great deal of stress was laid on the study of the morphology of plants and animals. By means of a field work approach to the teaching and learning of biology, biology can be made an active and a living subject in which the learner applies himself to the discovery of the secrets of nature in as scientific a manner as possible. In the field, the learner will get the opportunity to observe plant and animal communities in interaction with each other as well as with the environment. Being out in the field will also make the learner come face to face with a variety of problems. Every visit to the field will be a voyage of discovery. The basic steps in the problem solving process, namely making observations, formulating hypotheses and arriving at conclusions will become a matter of routine in the field. Field work involves 1.preparatory work done in the classroom before the field lesson is undertaken 2.the actual work carried out while in the field 3.the follow up work done in the class or the laboratory after the field trip. Field work provides an opportunity for teacher-pupil planning and from that point of view, too, it is a rewarding experience for children.

PSYCHOLOGY OF CHILDREN AND YOUTH

325. FERNANDO, N.E. "Paudgalika vishamatā hā sañvardhanātmaka kārya." (Individual differences and developmental tasks.) --- Adhyāpanaya. Vol. 2, 1965. pp. 9-15.

The writer argues that two concepts of great significance in understanding children and dealing with them are the concept of individual differences and the concept of developmental tasks. No two children of the same age are alike in a number of other important variables, and it is of value to understand the nature and the extent of these differences. Educational efforts are unlikely to be successful unless they take account of these differences and provide for them. The concept of developmental tasks is owed to R.J.Havighurst. He compiled a list of tasks the successful accomplishment of which was necessary for the proper adjustment of American children of different age levels. In another culture, the expectations may be different in certain respects, but it is essential to know what the expectations are. The compilation of lists of developmental tasks taking account of factors that are characteristic of the Ceylon situation should be one of our immediate responsibilities. Such material would help teachers and parents to plan effectively the guidance they ought to give their children in regard to all aspects of their development.

326. JAYASURIYA, J.E. "Problems of adolescents in Ceylon." --- Probation and Child Care Journal. Vol. 3, 1964. pp. 28-34.

As an approach towards understanding adolescents in Ceylon, a survey was made of the problems of adolescent boys and girls, using an adaptation in Sinhalese of the Mooney Problem Check List (High School Form) published by the Psychological Corporation of New York. The sample consisted of 66 boys of average age 16 years and 141 girls of average age 15 years. Of the ten problems worrying boys most, five belong to the area of Vocational and Educational future, two to the area of Health and Physical Development, one to the area of Finance, Living Conditions and Employment, one to the area of Adjustment to School Work, and one to the area of Personal-Psychological Relations. Of the ten problems worrying girls most, four belong to the area of Adjustment to School Work, two to the area of Vocational and Educational Future, two to the area of Finances, Living Conditions and Employment, one to the area of Personal-Psychological Relations, and one to the area of Morals and Religion. All indications from the administration of the Mooney Problem Check List are that it is an invaluable instrument which quite quickly and simply brings into focus the problems that adolescents are prepared to admit as being of particular concern to them. In addition to the picture that could be obtained of the problem world of adolescents in general, the Check List is also useful for understanding individual cases and for picking out those who may be in need of counselling. The Check List also opens out interesting possibilities for research into differences in the pattern of problems among various groups (racial, linguistic, religious, socio-economic, etc).

327 MAHALIYANA, SOMANATH and MAHALIYANA, SOMA. Paudgalika vividhatvaya. (Individual differences.) --- Colombo. M.D.Gunasena. 1965. 216 p.

This book discusses the nature of individual differences among children, and the significance of individual differences for education. Chapter 1 deals with the purposes and the process of education. Chapter 2 considers the various phases of development and the common characteristics associated with them. Chapter 3 provides a discussion of common psychological needs. Chapter 4, dealing with individual differences, is divided into eight sections, entitled (a) the mind and its structure (b) intelligence (c) measuring intelligence (d) types of intelligence tests (e) breadth and altitude of intelligence (f) abilities (g) attainments (h) interests. Emotions are considered in chapter 5, and the concluding chapter of the book provides a discussion of children with problems.

GUIDANCE AND COUNSELLING

328. WEITZ, HENRY. "The guidance function of education." Journal of the National Education Society of Ceylon. Vol. 13, 1964. pp. 19-28.

Guidance differs from both administration and instruction in education. Guidance workers make their own specialised contribution to the total educational enterprise. They aid clients to solve problems of an individual and personal nature and, at the same time, they help them to acquire generalized problem-solving behaviour. To accomplish this, guidance workers follow these steps in the guidance process: problem identification, collaborative description and selection of alternative solutions; implementation of solutions, generalisation of problem solving behaviour, and evaluation of the effect of the guidance experience upon the behavioural effectiveness of the client. In these times, guidance cannot be compartmentalised into vocational, educational, personal, social and so forth. Guidance is all of these things at the same time, as problems faced by individuals cannot be segmented into these special categories of human activity. Most human problems involve all areas of the individual's life. Guidance is concerned with seeking solutions to problems in all these interacting areas of human behaviour and thus freeing the individual to lead a productive and satisfying life.

SPECIAL EDUCATION

329. KALUGALLE, P.B.G. "Vikalāñga daruvange adhyāpanaya." (The education of crippled children.) --- Lankadipa. March 17, 1964. 750 words.

Interest in Ceylon in the disabled goes back to the period A.D. 398 - A.D. 426 when King Buddhadasa established special institutions for the crippled and the blind. History records that from that time until now there has been a long tradition of looking after the disabled. The new institution for crippled children set up at Kegalle is intended not only to look after them but also to promote their rehabilitation in the economic, social and spiritual aspects of life and make them grow up to be useful citizens. The environment of the institution is such as to promote their full development. The needs of each child are carefully taken into consideration, and a programme of rehabilitation is drawn up to suit each individual case. A close liaison is maintained with the child's family.

330. PATHIRANA, J.P. "Education of physically handicapped children." Sun. September 30, 1965. 2280 words.

The education of physically handicapped children has been considered a social service activity and left to be undertaken by charitable individuals as best as they could. Such an attitude is no longer adequate. Physically handicapped children are as much a part of the nation's population as other children, and the government must take the responsibility for their education and rehabilitation. The task of educating handicapped children is more complex than the task of educating normal children. It is not intended that as a result of the initiative to be taken by the government there should be a dead uniformity in practices. Institutions should be encouraged to develop on individual lines as long as a certain quality of educational provision is assured. Opportunities should be available for close inter-personal relationships between the children and the adults in their environment, as such relationships are essential. The education provided should give scope for the exercise of creative abilities. While general education is being imparted, a wide range of vocational training opportunities should also be provided. The aim should be to take each child as an individual and provide for him the training and skills that hold out the best prospects for wholesome development.

331. RANASINGHE, A.J. "Sahatika pāsäl sēvaya." (Certified schools.)
--- Probation and Child Care Journal Vol. 3, 1964. pp. 5-6.

The establishment of Certified Schools is a significant development in the field of child care services in Ceylon. Five schools for boys, and one school for girls have been established. The children admitted are between the ages of 12 years and 16 years. Both group work and intensive case work are carried out with them during their period of stay, which could be three years at most. It is realised that a child's own home is generally the best for his development, and that removal from home is a serious undertaking to be resorted to only in unavoidable circumstances. Removal of a child to a Certified School from extremely defective home conditions enables the child to model his behaviour on that of members of the staff with whom he establishes friendly contact. It also relieves the child of some of the severe strains and pressures he has been subjected to, and thus enables him to adopt more realistic patterns of behaviour. It is hoped that in the two or three years spent in a stable and secure environment the child would acquire new patterns of behaviour and new attitudes.

TECHNICAL AND VOCATIONAL EDUCATION

332. ABEYWEERA, INDRAPALA. "Kamkaruvanta vruttīya adhyāpanayak." (A vocational education for workers.) --- Lankadipa. April 4, 1964. 775 words.

The government has announced its intention to establish 20 vocational training centres for workers so that they could improve their vocational skills. The writer expresses his satisfaction at this proposal, but goes on to point out that facilities are completely lacking in Ceylon for the provision of a liberal education to workers. He points out that a liberal education should be provided hand in hand with vocational education. While it is important that his capacity to live a full human life should also be increased. Language, literature, history, geography, citizenship, fine arts, and current affairs should all be part of the further education of workers. The private sector, including religious bodies and institutions of higher education, should play a pioneering role in the development of such programmes.

333. ALOYSIUS, M.D.V. "Krushikarmaya igänveema kramavat kala yutuya." (The teaching of agriculture should be systematised.) --- Dinamina. November 16, 1965. 425 words.

It is a matter for satisfaction that agriculture has been made a compulsory subject of study in school. It is not enough to make a subject compulsory. Action should also be taken to ensure that the subject is taught in a systematic way. Agriculture cannot be learned from books. It is essentially a practical subject in which learning takes place by doing. Facilities for practical work should be available in all schools, and students should be made active participants in all aspects of the work. The elements of agricultural economics should also be taught so that students would begin to appreciate the significance of their study in terms of the financial returns that are possible. Animal husbandry should also be taught. Facilities should be available for visits to model farms and other places of interest in connection with the practice of agriculture. The use of simple agricultural machinery should also be demonstrated to students. If programmes of agricultural education are drawn up in consultation with specialists and carried out effectively, the agricultural development of the country can be greatly accelerated.

334. COMMISSION OF INQUIRY ON TECHNICAL EDUCATION "Engineering and industrial education and training " Report of the Commission of Inquiry on Technical Education. Colombo, 1963. pp. 55-88.

Technologist level. In view of the desirability of diversifying engineering education and turning out a more practical type of engineer than is produced by the university, the immediate establishment of a College of Technology was suggested. The duration of the technology course should be five years, and should lead to the award of a Diploma in Technology (Engineering). The course should be of "sandwich" type with periods of academic study at the College alternating with periods of approved apprenticeship training.

Technician level. Plans should be formulated immediately for the establishment of technical training institutes in the several provincial capitals. These institutes should provide training facilities in a wide variety of skills for the middle and lower levels of employment and special skills dictated by the specific needs of each province. In conformity with the practice prevailing in many other countries, these institutions should be named Polytechnics.

Craftsman level. Immediate steps should be taken to establish Junior Technical Schools in all the revenue districts. These institutions should initially function as craft schools and in course of time diversify their training to include a wide range of skills.

335. COMMISSION OF INQUIRY ON TECHNICAL EDUCATION. "Agricultural education and training." Report of the Commission of Inquiry on Technical Education. --- Colombo, 1963. pp. 89-103.

Technologist level. The curriculum of degree courses in agriculture at the University of Ceylon should be designed to give a practical bias. A model estate farm should be provided for training purposes. The course should also be broadened to cover food processing, canning, marketing, storing and estate management.

Technician level. The existing schools of agriculture at Kundasale and Peradeniya should be upgraded to agricultural colleges, and one of them should be set apart exclusively for girls. Five more agricultural colleges having hostel accommodation should be set up in five regions, namely the north-central region, the northern region, the eastern region, the southern region and the uva region.

Craftsman level. An area farm school should be established in each of the 145 electorates. The buildings should be of simple construction and design, and situated as far as possible in the more thickly populated areas of the electorate. The curriculum should stress practical agriculture rather than theoretical aspects of the subject, and its main purpose should be to see that increased agricultural productivity is achieved. In view of the high incidence of under-employment in agricultural areas, additional subjects such as carpentry, mason work, cottage industries and practical home science should be included in the curriculum.

336. COMMISSION OF INQUIRY ON TECHNICAL EDUCATION. "Commerce education and training." Report of the Commission of Inquiry on Technical Education. --- Colombo, 1963. pp. 104-119.

In order to have an efficient system of commerce education for the development needs of Ceylon, commerce education should be imparted at the following levels: 1. vocational, 2. supervisory or sub-managerial, and 3. managerial and executive. Commerce classes at the vocational level should be organised in the Polytechnics that are to be set up in the various provinces. The course should be strictly vocational in character, and should be of two years' duration for full-time students and three years' duration for part-time students. It should lead to a certificate to be termed the National Certificate in Business Studies. Courses at the supervisory or sub-managerial level should also be provided in the Polytechnics. They should cater for those who have obtained at least the National Certificate in Business Studies, and are in employment. A year's course should be provided for them in subjects such as office administration, public relations, personnel management, business administration, transport administration and management etc. Those who successfully conclude this course should be issued a certificate to be called "The Higher National Certificate in Business Studies". For appointments at the managerial or executive level, the requisite qualification should be a degree in commerce and business administration from a university or a diploma of the College of Commerce. The degree courses in the universities should be arranged so as to give a practical outlook in the field of business rather than provide over specialisation in any particular branch of commerce. A College of Commerce should be set up to award a Diploma in Commerce.

337. KARIYAWASAM, CHANDRAPALA. "Govitänaṭa dora arina pāsäl." (Schools which open their doors to agriculture.) --- Dinamina. September 8, 1965. 675 words.

The proposal to enlist the services of schools to assist in agricultural development is a good one. Wrong ideas about schooling and its purposes have come down from colonial days. It is believed that the purpose of schooling is to make children learn from books, pass examinations, and obtain employment as clerks. A broader concept of learning will show that the task of the school is to make pupils learn whatever is helpful for living a full life in their community. Many parents think that it is a waste of time to learn agriculture and that that time may be spent better on acquiring knowledge from books and passing examinations. The attitudes of parents should be changed and they must be made to realise that learning which is immediately socially relevant and useful deserves more attention and respect than learning which is removed from life. When agriculture is given its due place in school, the leadership role of the teacher in the community also gets enhanced, for whereas the teaching of other subjects may have no significance for the community, the teaching of agriculture makes the teacher a contributor to the economic wealth of the community.

338. PARAMOTHAYAM, K. "Agriculture in schools' curriculum." --- Times of Ceylon. August 21, 1965. 1260 words.

The initiative taken by the Minister of Education to include agriculture as a compulsory subject in the school curriculum is commendable, but the practical aspects of his proposals deserve careful consideration. In a balanced curriculum, agricultural projects have a place. But mass participation in paddy cultivation programmes should not be mistaken for education in agriculture. If the paddy fields are situated far away from schools, students make a picnic out of their activity and sometimes cause damage to the paddy fields. But even if the paddy fields are situated close to schools, students cannot afford to give them the time and the labour that alone would make paddy cultivation a productive activity. A few schools may find a programme of participation in paddy cultivation campaigns to their liking, but no benefit will be derived from a rigid rule that all schools should participate in them. The activity through which agriculture can get a responsible and satisfying place in the curriculum is the cultivation of vegetable crops. It is an activity which most schools can satisfactorily handle with the resources they have. The principles of scientific agriculture can be taught through the cultivation of vegetable crops. Moreover, if children practise in their home gardens what they learn in school, the family's need for vegetables may be met from the garden itself. A considerable saving of money to the family will result from this.

339. PERERA, S.T.A. "Govikama anivārya vishayayak kala yutuyi." (Agriculture should be made a compulsory subject.) --- Dinamina. November 1, 1965. 400 words.

Ceylon is an agricultural country. There is evidence that in ancient times every citizen in the country including royalty participated actively in agricultural pursuits. Agricultural activities often terminated in festive occasions and were held in high regard by the community. Interest in agriculture had waned over the years and the country is now reduced to a position in which it has to import most of the food needed by the people.

When the country's wealth is drained away for the purchase of food, there is not enough money for essential development or for providing employment to the increasing population. This situation can be remedied by a resourceful food drive, and in order to mobilise the youth of the country for this vital task agriculture should be made a compulsory subject in school. School leavers should be given financial assistance to set up themselves in agriculture. Large extents of cultivable land are still available Moreover, the large acreages that have been used for the cultivation of coconuts can be effectively utilised for the cultivation of food crops that can be grown alongside the coconut.

340. PUSHPAVAHINI, SARIKA. "Lankāvē kārmika adhyāpanaya koyibaṭada?" (Whither technical education in Ceylon?) --- Davasa. October 10, 1963. 975 words.

Last week's strike of the students in the technical schools should serve to draw the attention of the government and of the public to the state of technical education in Ceylon. The demands of the students deserve the close attention of the authorities. There is a great deal of dissatisfaction with the courses of studies provided in them. There is a general feeling that the courses are too academic in content and that sufficient opportunities are not made available for gaining practical experience. One technical school, the technical school in Jaffna, has facilities for more advanced study than are available in the other technical schools, and this is one of the grounds for discontent. The students also point out that the government does not give enough recognition to the qualifications which students obtain. The administration of the technical schools appear to be too rigid, and more flexibility is greatly to be desired. The present impasse provides a good opportunity for the government to re-think the entire field of technical education in Ceylon. Discontent appears to be greatest among students of commercial subjects. In this connection, the government should take action to implement the recommendations which the National Education Commission made regarding commercial education.

341. SAMARANAYAKE, RAJA. "Vānija adhyāpanaya" (Commerce education.) --- Davasa. June 4, 1963. 800 words.

The role of commerce in both production and national development is an important one. Althouth the Vidyodaya University gives commerce an important place, the recognition given in other institutions is not enough. Commercial subjects may be offered for the General Certificate of Education examination at the Ordinary level but not at the Advanced level. Because of this state of affairs, students who qualify to read for the degree of Bachelor of Commerce at the University of Ceylon are those who have entered this institution after offering non-commercial subjects at the General Certificate of Education Advanced level. In other words, as commercial subjects are not provided at the General Certificate of Education Advanced level, students who offer commercial subjects for the General Certificate of Education Ordinary level do not get an opportunity of pursuing the study of commerce at the University of Ceylon. But those who offer non-commercial subjects for the General Certificate of Education Ordinary level and pursue the study of the same subjects at the Advanced level get the opportunity of reading for the Bachelor of Commerce degree at the University of Ceylon. This is an unsatisfactory state of affairs, and it should be remedied by including commercial subjects for the General Certificate of Education Advanced level examination It should also be stated here that the Department of Examinations does not show much sense of responsibility in the way in which it conducts examinations involving commercial subjects. Errors in translation have occurred very frequently, the data given in the papers set in the English medium being different from the data given in the papers in the Sinhala and the Tamil media. Such errors discourage both pupils and teachers, and make them feel that the authorities do not take commerce subjects seriously.

342. SAMARASEKERA, JUSTIN. "Architectural education in Ceylon." --- Ceylon Daily News. November 20, 1965. 2200 words.

The training of architects had to be undertaken outside Ceylon until 1961 as facilities were not available here. The process was costly and the number trained was small. The start made in 1961 to provide training in

Ceylon was welcome. Difficulties, however, exist. Physical facilities are inadequate. Staffing is also quite inadequate. Much reliance is placed on visiting lecturers, but many of them are tempted to absent themselves or to give up their lecturing assignments altogether as the school is not conveniently located. In spite of these drawbacks, encouraging progress has been made. At first it was intended that the course of study should require three years' full-time study followed by two years' part-time study. Later it was decided that the course should require five years' full-time study. The students sit for local examinations as well as for examinations held by the Royal Institute of British Architects. Much needs to be done to make the course more broad based. Certain suggestions are offered in this connection by the writer.

343. SENEVIRATNE, S.T. "The need today for agricultural education." --- Ceylon Daily News. September 3, 1964. 1300 words.

Every effort should be made to improve production in all spheres of agriculture, both qualitatively and quantitatively. The need for improvement is clear. Some of the best land in the country is used for the cultivation of coconut, but yields remain low. The solution to such problems lies in the intensification of agriculture. A programme of agricultural education orientated to suit the needs of the country should be inaugurated. Every farmer should be reached and assisted to make farming more productive than it is now. Compulsory instruction in agriculture should be given in all schools. The course of work should be related to local needs and should vary from area to area. Students are likely to carry their knowledge to their homes, and by doing so make an impact on standards of production in the peasant holdings which abound in this country. Advanced education in agriculture should be provided for those who wish to specialise in a particular agricultural crop. After their education, the government should offer financial assistance to those who need it in order to engage in agricultural production. The inauguration of comprehensive courses for training personnel to take charge of the manufacture of plantation products using improved techniques of manufacture is urgently needed. Ceylon's plantations provide 90 per cent of the country's foreign exchange earnings, and money spent on agricultural education will in the long run be money well spent.

344. WIJAYASINGHE, G.A. "Govikam adhyāpanaya tavat pamākala yutu nā." (Agricultural education should not be delayed any longer.) --- Dinamina. November 25, 1965. 1200 words.

National needs demand that there should not be any delay in starting courses of agriculture in schools. It is true that most schools do not have teachers qualified to teach agriculture. It is useless asking teachers who do not have a scientific knowledge of agriculture to teach it. It will be some years before adequate facilities can be provided for training teachers of agriculture. The country cannot afford to wait until teachers are turned out of institutions that are yet to be established. The best prospect for the Education Department is to utilise the services of the men and women who have passed out of the practical farm schools. Many of them are awaiting employment. They can be given rapid courses in educational psychology and methods of teaching and recruited in a short time to take charge of agricultural education in schools. Apart from the question of teachers, there are other problems to which attention should be directed. Agriculture is a subject for the G.C.E. Ordinary level examination, but not for the G.C.E. Advanced level examination. Action should be taken about this. The existing practices in schools should also be scrutinised. In many schools, there is a subject called gardening and all that children do is to pick up fallen leaves. If agricultural education is to have a standing, the demands it makes of students should be challenging.

EXAMINATIONS

345 HEWAWASAM, P.B.J. "The science exam massacre." --- Times of Ceylon. August 28, 1964. 720 words.

The high percentage of failures in science subjects at the University Entrance examination has been explained away on the ground that a large number of candidates who are not fit for the examination sit for it on account of a rule by the Education Department that all students who have completed their courses of study should be allowed to sit for the examination. This explanation is only partially true. Generally, it is a highly selected group which is allowed to study science subjects for the G.C.E. Ordinary level examination. A good performance in this examination is necessary before a student is admitted to the University Entrance class. In this sense, it is an able group of students which is prepared for the University Entrance examination. The bad results may be attributable not so much to the lack of ability or interest among the students but to faulty methods of teaching. Practical work in science is neglected by teachers. Teachers often resort to dictating notes; students memorise them and reproduce them as best as they can. The education authorities should investigate the causes for the high percentage of failures and take effective remedial measures.

346. JAYASURIYA, J.E. Vibhāga lakunu vidyāwa. (The science of examination marks.) --- Peradeniya, 1965. Associated Educational Publishers. 103 p.

Teachers conduct tests and examinations, and give marks. The interpretation of the meaning and significance of test and examination marks has to be undertaken with caution, bearing in mind the nature of mental measurements, and using appropriate statistical techniques. This book discusses the nature of mental measurements, and outlines statistical techniques which should be used in dealing with marks. The book contains ten chapters as follows:

1. the nature of mental measurements; 2. the tabulation of marks; 3. the graphical representation of marks; 4. the statistical description of marks; 5. the comparison of marks; 6. the combination of marks; 7. the normal curve; 8. generalisation from samples; 9. the use of percentiles; 10. the measurement of relationships. The statistical tables necessary for use in connection with the techniques described in the book are also given.

347. SAMARAJIWA, CARL~~E~~TON. "G.C.E. failures: some factors." --- Times of Ceylon. June 18, 1965. 1100 words.

Various attempts have been made to explain the alarming rate of failure at the annual examination for the G.C.E. (General Certificate of Education). Some of the reasons given are the system of automatic promotions, inadequate preparation, and the frequent changes in the tutorial staffs of schools. During the past decade, the number of students sitting for the G.C.E. examination has kept on increasing while the examination has remained more or less static in its structure. The intention, when this examination was introduced to replace the old Senior School Certificate examination, was that candidates should offer for the examination only those subjects in which they felt competent. In order to realise this intention, certain other changes had to be made. Employers and institutions of tertiary education should lay down in specific terms what subjects should be taken by students seeking various kinds of employment or seeking admission to various institutions of tertiary education. In the absence of such stipulations, the emphasis continues to be placed on the traditional subjects of the curriculum whether students are proficient or interested in them or not. While a wide variety of subjects can be offered for the G.C.E. examination, the choice tends to be restricted to a few because of the above reason and also because facilities are not available in most schools for the study of less traditional subjects. It is only by integrating school education with higher education and/or with employment, and at the same time by launching a programme of educational and vocational guidance that the failure rate at the G.C.E. examination can be reduced by persuading students to present themselves for examination only in those subjects in which they are proficient.

348. UPARATANA, VEN. MIDIGAMA. "Landan vibhāga gäna adahasak." (An idea concerning the London examinations.) --- Lankadipa. October 14, 1963. 1150 words.

Before the London University examinations were held in Ceylon, only the very rich could afford to make their children qualify as university graduates, for they had to be sent to England. When the University of London agreed to hold its degree examinations in Ceylon, the middle and the lower socio-economic groups in the country were provided with an opportunity which had hitherto been available only for the affluent. The decision not to hold these examinations in future in Ceylon is a harmful one. The reason for the decision is that a great deal of Ceylon money goes out of the country in the form of examination fees, but it must be borne in mind that if the affluent parents begin to send their children to England for studies a great deal more money would be spent. In any case, long notice should be given before the London University examinations are abolished in Ceylon so that students who are already preparing for them would not be disappointed. It is suggested that the examinations should not be given up until 1968 at least.

349. VEDAMUTTU, P.S. "Down, down, down the G.C.E goes." --- Ceylon Daily News. May 31, 1965. 1150 words.

The release of the results of the examination for the G.C.E. (General Certificate in Education) is a reminder of the fast deterioration in the standard of attainment of the youth of this country. This year, attention has been focussed on two reasons for the poor performance of the candidates. The first reason is the automatic promotion of pupils from grade to grade. Theoretically, there is nothing wrong with such promotions. Besides, if the normal work of the classroom is done efficiently, automatic promotions should be the right practice. Inadequate staffing and overcrowded classes militate against good teaching. The second reason for the large percentage of failures is the attitude of parents. Advice given by the school authorities in regard to the selection of courses of study is ignored by parents. Many of the parents want their children to follow science courses rather than Arts courses, although the advice given by the school authorities is different. Of course, some of these children make good as a result of extra tuition which is provided for them by the parents. In fact, the work done in schools is supplemented in a large number of cases by private tuition classes arranged by parents who can afford the extra money. For 25 to 30 per cent. of the passes from schools, credit should be given to the private tuition arranged by parents. A full investigation should be carried out by a competent body of persons into the causes of the high percentage of failures at the G.C.E. examination, and remedial measures should be introduced.

TEACHERS. TEACHER EDUCATION

350. ALWIS, NILMINI. "English Assistants' training courses." Times of Ceylon. May 28, 1963. 1500 words.

Unlike in urban areas, the children in rural areas have to depend entirely on the single period a day English teaching provided in school in order to acquire proficiency in the language. The English Assistant (as the untrained teacher of English is generally called) has a very difficult task to carry out in teaching English especially to rural children. In-service training programmes are intended to teach the English Assistant new techniques of language teaching. The use of visual aids is strongly urged, and the English Assistants are given practice in making and using visual aids. It was emphasised that the teacher should concentrate on ensuring that mastery has been achieved of whatever is taught rather than on covering the syllabus somehow. Since children with varying standards of attainment would be found in the same class, the use of group techniques was suggested to enable some attention to be paid to their different standards. The use of the mother tongue was to be discouraged as far as possible.

351. AMBEPITIYA, CHITRA. "Gruha vidyā guru hiñgaya madina mañga." (The way to overcome the shortage of home science teachers.) --- Lankadipa. May 29, 1963. 975 words.

Whatever occupation a female engages in, the study of home science would stand her in good stead. She has some day to manage a family and a home, and it is by the study of home science in school that the essential skills can be acquired. Facilities for the study of home science in schools are limited because of the shortage of teachers. In order to increase the availability of teachers of home science, it is necessary to expand teacher training either by establishing a special training college for teachers of home science or by setting apart in every training college in the island a number of places for teachers of home science. The study of home science at school should be a qualification for admission to teacher training courses. Facilities for the study of home science should be provided in universities also. Home science touches life and society at a number of points, and it is in the national interest to encourage the study of home science on as wide a front as possible.

352. DAHANAYAKE, W. "Alut upādhidhārīnṭa guru vruttiyē iḍa nädda?" (Is there no place in the teaching profession for new graduates?) --- Dinamina. April 28, 1964. 575 words.

Graduates are now faced with the problem of unemployment. There was a time when the Education Department offered employment to all graduates seeking such employment. Recently, however, the Education Department has introduced a rule to the effect that no graduate should be engaged as a teacher unless he can be given fifteen hours of teaching in the G.C.E. class. As a result of this rule, the number of graduates who could be employed in schools would be greatly limited, and there is likely to be unemployment among graduates. To turn out a graduate costs the country at least Rs.10,000 and if a graduate produced at such a cost is not employed, the loss is not only personal but national. As an economy measure, the Education Department has been recruiting a category of pupil teachers from among those who have passed only the G.C.E. examination. Such recruitment is not in the best interests of education. Our objective should be to recruit teachers who are highly qualified, and when university graduates are seeking employment it is foolish for us to take into the teaching profession persons with a much lower general education than graduates. Education is necessarily an expensive commodity, and if, for reasons of economy, cheap teachers are recruited they could only impart a cheap and worthless kind of education.

353. DE ALWIS, E.H. "Role of training in education." --- Ceylon Daily News. October 8, 1963. 1600 words.

Teachers' training colleges in Ceylon are to be known in future as Guru Vidyalayas. With the change of name, a new conception of how the teacher should be prepared for the complex task of guiding youth in the modern world is to be introduced. In a sense, this conception is not new to the East, for in the Gurukula system which prevailed in ancient times, the task of the teacher was not merely to impart knowledge, but more importantly, to help the pupil to lead a good and exemplary life. The teacher should be interested in the total development of the child. The personalities of the teacher and the pupil will be in interaction with each other. The whole life of the teacher, including his interests, tastes and values, would influence the child and affect his development. Teachers must be made aware of the importance of their role in society, and given the necessary knowledge to discharge that role effectively. A good understanding of the process of human development is essential for a teacher. Not every desirable quality can be possessed by a teacher but it is necessary to inspire teachers to aim high. The period of teacher preparation is all too short for teachers to acquire the professional know how. In this respect, the decision to institute a four year course of teacher education in the University Department of Education at Peradeniya is to be welcomed. Academic and professional studies would be carried out concurrently, and the course promises to turn out a generation of professionally qualified teachers who would add dignity to the teaching profession in Ceylon.

354. IRIYAGOLLE, I.M.R.A. "Dēśapālana kallivalin ātkota guru gauravaya rakinavā." (Teachers will be kept at a distance from political cliques and their honour respected.) --- Janata. June 25, 1965. 925 words.

A teacher acts as a guide in the community around him, and if he is to turn out of school a disciplined group of pupils he must himself be a disciplined and law-abiding person. The only political right which a teacher can exercise in terms of the conditions of service binding upon him is that of casting his vote. He cannot actively participate in politics. Teachers who did so have shown themselves to be indisciplined by violating regulations, and it is necessary that they should be punished. One factor which was responsible for the close association between teachers and politicians was the assistance which politicians gave teachers in the matter of transfers. It was only through the intervention of politicians that teachers were able to get transfers for which they had applied. This was a big blow to the honour of the teaching profession. After he became the Minister of Education, he has stopped this practice and salvaged the teacher's honour. Teachers can remain aloof from politicians. By doing so, they will be both safeguarding their honour and also abiding by their conditions of employment which prohibit political activity.

355. KALUGALLE, P.B.G. "Dēsapālana himikam prasnaya rajayē sēvaka kāṭat poduyi." (The issue of political rights is common to all government employees.) --- Dinamina. March 9, 1964. 475 words.

The Sri Lanka Jatika Guru Sangamaya (the National Teachers' Association of Ceylon) has made five demands, of which one demand is for the grant of full political rights to teachers. Teachers in assisted schools enjoyed political rights but after the take over of these schools by the government the teachers became employees of the government and lost their political rights. As government employees do not enjoy political rights, the question of the grant of political rights to teachers is not a matter for decision by the Minister of Education. The issue is common to all government employees, and the case of teachers cannot be treated as a special case in isolation from other categories of employees. It is not right for teachers to be impatient and ask for an immediate decision. An important question that has to be considered is whether political rights should be given to employees at all levels or whether they should be restricted to certain categories of employees paying regard to the duties they are required to perform. It should be clear that all aspects of the question have to be considered carefully before a decision is made by the government. In his capacity as the Minister of Education, the writer appeals to teachers to await the considered decision of the government regarding this issue.

356. KUMARASINGHE, KITHSIRI. "Rajayē salakillata vahā yomuviya yutu guruvarungē illīm pahak." (Five demands by teachers that should receive the immediate attention of the government.) --- Lankadipa. July 17, 1964. 800 words.

English has been replaced by Sinhala as the official language of Ceylon, but teachers with qualifications in

English receive a higher salary than teachers whose qualifications are in Sinhala. One of the demands of the teachers is that this discrimination should be ended. Teachers have to contribute a certain percentage of their salaries to the pension fund, but this requirement does not apply in the case of other employees. Moreover, other government employees are allowed to commute their salaries and draw a commuted pension but teachers are not given this opportunity. Teachers demand that discrimination against them in the matter of pensions should be ended. Teachers are transferred from one school to another arbitrarily by highly placed officials. Teachers demand that transfer boards to take responsibility for teachers' transfers should be set up, and that representatives of teachers should serve on these boards. Teachers also ask that they be given full political rights and that the ban on their participation in political activities should be removed. Finally, teachers demand that the national system of education recommended by the National Education Commission should be implemented forthwith.

357. NESIAH, K. "Teacher and politics." --- Daily Mirror. July 5, 1965. 1440 words.

Following upon the interdiction of a number of teachers for alleged political activity, the Director of Education has issued a warning against the intrusion of politics into schools. If controversial subjects are not dealt with at all in school, children will be sent out into the world with no defence against propaganda. No teacher in the classroom should act as the agent of any political party, but in his individual capacity he should be free to take part in political activities outside school. A young nation like ours would do well to build up a corpus of thinking on educational problems that is concerned to secure both the freedom of teachers and the limits to its utilisation. Any teacher worthy of the name has a positive role to play in helping children to build up gradually critical truth seeking habits without which man's mind would be in chains. The teacher would succeed best if with the aid of books written by men of insight and integrity he is able to impart to his pupils the power and desire to cherish truth and reason, and to make impartial judgments.

358. SILVA, DE PETER. "Guru māru gätaluwaṭa piliyama." (The solution for the problem of teacher's transfers.) --- *Lankadipa*. December 18, 1963. 1150 words.

The joint committee of teacher's unions has recommended to the Minister of Education a scheme for teacher's transfers to be operated by a Transfer Board consisting of three officials of the Education Department and two representatives of teacher's unions. Schools should be divided into three categories - easy, difficult and very difficult - paying regard to the location, accessibility, and availability of the amenities of living. Teachers who serve in 'very difficult' schools should be given an extra allowance of salary. No teacher should be retained in such an area, except with the consent of the teacher, for more than two years. Those who complete two years should be transferred to an 'easy' school. Teachers who complete four years in a 'difficult' school should be transferred to an 'easy' school. Living quarters for teachers should be provided in all 'difficult' and 'very difficult' schools. The children of teachers serving in 'difficult' and 'very difficult' schools should be entitled to receive free residential accommodation in 'easy' schools. Unmarried female teachers should not be sent to 'difficult' and 'very difficult' schools. A supply of relief teachers should be available to look after the needs of 'difficult' and 'very difficult' schools whenever a problem of staffing occurs. A priority list for transfers of teachers should be drawn up on a points scheme which provides for taking into account all the factors which deserve consideration. Teachers who are not satisfied with transfers given to them should be entitled to lodge protests and ask for re-consideration.

359. WEERASEKERA, DHANAPALA. "Guru nidahasa." (The teacher's freedom.) --- *Davasa*. November 27, 1963. 875 words.

A country's children are its most priced possession, and it is the task of the teacher to ensure that children are educated on the right lines. This task cannot be accomplished without the goodwill of the teaching profession. Teachers in Ceylon suffer many economic disabilities. They, especially the swabhasha (national language) teachers, are poorly paid. The demand for equal salaries, irrespective of language medium, has been ignored by the authorities. Very often the Minister of Education and other Members of Parliament make disparaging remarks about teachers. It is said that teachers cannot discipline pupils properly, but how can teachers discipline pupils when the latter lose all their regard for the teachers because of the kind of comment which politicians make about teachers. It is no secret that the present government used the services of teachers to canvass for it at a recent bye-election to the House of Representatives. But the demand of the teachers for full political rights has been ignored. After the take over of assisted denominational schools by the government, those teachers who enjoyed political rights lost them. Teachers do not enjoy some of the rights and privileges which government employees enjoy, and yet they have to obey the same rules and regulations as government employees. It is important for the government to realise that the tasks of education cannot succeed unless the goodwill of teachers is won by conceding to them their legitimate demands.

ADULT EDUCATION

360. PARAMOTHAYAN, K. "Adult education a sore need in Ceylon today." --- Times of Ceylon. October 17, 1964. 1320 words.

Adult education is completely neglected in our system of education. This is a short sighted policy. Countries which aim at nation building through education recognise adult education as a vital element in their systems of education. One of the primary tasks of adult education is to fill the gap in an inadequate education system. The gaps in Ceylon are so wide that only a well planned adult education programme can bridge them. The National Education Commission expressed the view that every town or village should put on programmes of education for the illiterate, the neo-literate as well as the well educated. The White Paper sabotaged this recommendation and suggested that the responsibility for adult education should be transferred from the Education Department to the Department of Rural Development. As in Britain, in Ceylon, too, local bodies should take an interest in developing programmes of adult education. In addition to traditional content, adult education should teach attitudes, methods and skills. A programme drawn up with vision and foresight could help to develop a generation of men and women who could make an effective contribution to the national life of the country.

LIST OF PERIODICALS AND NEWSPAPERS ABSTRACTED

Periodicals

Adhyāpanaya

Ceylon Journal of Historical and Social Studies

Journal of the National Education Society of Ceylon

Kalvi

Probation and Child Care Journal

Sanskruti

Newspapers

Ceylon Daily News

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